

DIARY

Selection...
no change
at Crewe

Last week, having successfully negotiated the M6 through Birmingham, I landed up at Crewe. Or rather at the "penitentiary block" architecture of the Crewe campus of the Crewe and Alsager College of Higher Education. Invited to offer a homily to teachers from Staffordshire, Shropshire and Cheshire on educational management, I urged upon them curricular independence, support for the comprehensive ideal and resistance to creeping selection - only to discover that the "selection" on the minds of the teachers present was their own personal "11-plus" results which in a day or two would divide the masters degree wheat from the diploma chaff. Sir Keith should not worry overmuch about the assessment of teachers - there was plenty going on in Crewe last week.

The justification for these courses in the minds of our current political masters is to encourage heads to "manage" their workforce like Victorian industrialists and to sack incompetent members of it. On enquiry, I discovered that although the courses involved a "game" (games are *de rigueur* in management these days) about how to appoint a good teacher, there was no corresponding module about how to sack a bad one. I fear Sir Keith will be disappointed at this - though with a reshuffle now on the horizon, his thoughts will be increasingly on Mrs Thatcher's criteria for sacking incompetent ministers.

Crewe and Alsager has done "well" out of the recent allocation of teacher training numbers - it has been given an increase of 62 per cent. But the gift has not produced unexpected joy like other colleges: Crewe has had to face the fact that its own young ladies with certificates of competence to teach, in a college with its eyes raised above the restricted horizon of the school. The danger is that these extra numbers could destroy the diversified courses.

A strike
alternative

On from Crewe to the Yorkshire dales to discuss alternatives to current industrial action with my old friend Professor Harry Rée; just as a suggestion to the teacher unions, in case they are running out of ideas on this score. I include a prescient Harry Rée scenario, which appeared in the magazine he edits, *Community Education Network* (45p from Brington Rd, Coventry CV2 4LF) some years ago:

Behold, a certain school was faced with a demand from the unions that they should protest against government policy by withdrawing their labour. Unwilling to withdraw from labouring in the vineyards, the school decided to withdraw their labour only from the vineyards which brought forth stunted fruit, that is, the classrooms. They therefore decided to exert themselves in all voluntary activities which they promoted

and supervised for the children in the school, and to withdraw their labour only from the teaching of lessons in the classrooms. As a result, during the period of industrious action, that school flourished and blossomed and an increasing number of parents tried to get their children into that school.

One casualty of industrial action so far is preparation for the GCSE. I find it hard to weep for the infant exam. It is not just that it is 10 years late, as Anne Sofer argued in *The TES* last week. The inclusion in it of Distinctions and Credits will give the outside world the excuse to believe that nothing has changed and they are simply code for a new O level.

The seeds of this perversion were sown in the Commons Select Committee report three years ago by Harry Greenway MP - the "galloping major" character to whose wit and wisdom *TES* readers were made privy last week. He persuaded the Conservative majority on the Committee to insert a recommendation for Distinctions and Credits, alongside our (half-hearted) endorsement of a common examination. That was the point at which I lost my residual enthusiasm for it.

Chart
topper

When I was an MP, it was baby seals and threatened whales which produced letters from schoolchildren.

So I am glad that the World Wildlife Fund is now building on this young enthusiasm with an exciting venture into curricular materials, which attempts to place our Eurocentric vision of the world in a wider, more generous context. They have produced a book (*World of Difference*) with some excellent wallcharts about different stories of the Creation, which should be an exciting new aid to multicultural projects. Further details from the World Wildlife Fund, Pagoda House, 11 Oakford Rd, Godalming, Surrey.



A Jewish view of creation from the World Wildlife series

have tried to cut their way through the jungle of vocational qualifications. I am only surprised the level is so restricted. What about A level, that white collar vocational qualification? I'm sure the MSC would make mincemeat in weeks of a job with which the Schools Council failed over a couple of decades.

Or what about *Literate Humanities*, that general degree endured at Oxford? It's England's oldest vocational qualification - first for the church, then for the professionals of empire and now for Whitehall mandarins.

Mrs Thatcher is said to have ordered her acolytes to devise a particularly cruel and unjust punishment for the dons who can't think of anything more ancient than putting Mods and Greats under the Manpower Services Commission.

Christopher Price

Exams cut
to size

I am becoming more and more interested in that new and burgeoning examination board, the Manpower Services Commission. In the 'White Paper, *Education and Training for Young People* (Cmd. 9842), which came out at the beginning of this month, the Commission is charged with reviewing all vocational qualifications.

It is a magnificent brief - "review City and Guilds, BTEC, RSA, the Training Board, "flexibility", "competence", "relevance", "progress to higher education", all to be effortlessly organised under the chairmanship of an "unknown" to the secret garden of education, a Mr H G De Ville of BICC.

I have no evidence that Mr De Ville will be any more successful than his more illustrious predecessors who

THE TIMES
Educational Supplement

APRIL 28 1985 NUMBER 3681

'Severe cash
penalties' for
l.e.a.s meeting
3% pay award

by Richard Garner

Ablek warning that more than a third of English local education authorities face severe financial penalties in meeting a 3 per cent pay award for teachers - let alone the 4 per cent already on offer - will be placed before teachers' and employers' negotiators soon.

The alarm, sounded in a 400-page pay briefing document (see full summary page 8) drawn up by both sides is coupled with widespread evidence showing how the wages of other professional workers - such as accountants, hospital managers, non-union teachers and police officers - are leaping ahead of those of teachers.

The report has been obtained by *The TES*. In addition, says the pay data working party document, more than 100,000 teachers, (some 25 per cent of the profession), are now trapped at the top of their pay scales without any promotion prospects as school rolls continue to fall and jobs are reduced.

The report states that 38 of England's l.e.a.s are receiving less than 3 per cent extra in the targets set for 1985. The list includes: Avon, Cheshire, Derbyshire, Brent, Haringey, Hounslow, the Inner London Education Authority, Sheffield, Cleveland and Kent - face a do-or-die.

And a further 16 l.e.a.s have allocations which have increased by 3-4 per cent, says the report, adding: "If the level of pay award exceeds 3 per cent, more authorities will become liable to grant penalties (under Government wage-capping legislation)."

The document, which also reveals the wage-pay of a woman teacher, is a joint effort of Sir Keith Joseph, the Education Secretary, for more than a year, with Sir Fred Hunt, Labour leader of the council. Hunt, Labour leader of the council, will press local MPs to push the Government for an increased pay award.

Further pacts are likely in North and South Tyneside and Cumbria say union leaders.

The NUT has asked the l.e.a.s to agree to:

1. Accept the evidence of the pay data working party, which shows the relationship between the l.e.a.s and the Manpower Services Commission.

2. Agree to a deal with their authority to postpone three-day strike action schools until June. Mr Fred Hunt, Labour leader of the council, will press local MPs to push the Government for an increased pay award.

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see if they could agree grounds for a common pay initiative to Sir Keith. The teachers' panel argued that, instead of holding the informal consultation, the management should immediately convene a full negotiating meeting and make an improved offer. The NUT was alone in turning down the suggestion of informal talks.

The immediate reaction of management members was "disappointment". As one put it: "I imagine the Labour politicians will be furious, as they had made a lot of headway in persuading the Conservatives to go along with them in last Friday's initiative."

A meeting is now unlikely until after the county council elections on May 2 since the management panel sees little point in moving to a full negotiating session without trying to iron out an agenda or strategy first.

With hopes of peace diminished, strike action is now bound to be stepped up by both the NUT and the National Association of Schoolmasters/Union of Women Teachers before any negotiating meeting.

The NUT, which called out 100 schools in a three-day strike this week, is boosting its strike action on next Tuesday. The NAS/UNT, which took selective strike action in 27 l.e.a.s this week, is planning to add more authorities to the list from May 7.

The unions are seeking a rise of at least £1,200 for every teacher, while the local authorities have offered 4 per cent plus arbitration.

Four l.e.a.s - Newcastle, Cleveland, West Glamorgan and Leeds - have been exempted from strike action by NUT leaders after signing a union statement pledging support for the pay claim.

And Dudley teachers announced they had agreed a deal with their authority to postpone three-day strike action schools until June. Mr Fred Hunt, Labour leader of the council, will press local MPs to push the Government for an increased pay award.

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Putting schools in the picture. The judges were so impressed by the quality of the work done at Our Lady and the first 155 Schools' Junior School, Cranford, Liverpool, that they created a special award "for technical and pictorial excellence". Results of the competition on page 20 and 21; Photography in education, Resources for Learning Extra pages 55-56.

Doubts over
Reagan man

from Bill Norris
in Washington

The judgement of President Reagan's new Education Secretary, Mr William Bennett, has been called into doubt after his appointment of two senior officials who had spoken out against Federal spending on programmes for the handicapped.

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Mr Uzzell has urged the scrapping of all federal programmes for schools, including aid to the handicapped. Both were appointed by Mr Bennett.

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But 32 of the authorities in our sample are still breaching their Government spending targets by a total of some £120 million.

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NOTICEBOARD

PEOPLE...

Mrs Valerie Bidwell, senior mistress of Framlingham College, to be head of Norwich High School, in September on the retirement of Miss Standeven.

Mr Margaret McNeill, deputy head of West Hill primary school, south-west London, to be head of Ronald Ross primary school, south-west London.

Mr Leonard Hugh Jones, formerly deputy principal of Westminster College, has been appointed principal of South London College in succession to the late Mr Arthur Edwards.

Dr Michael Stabbie, senior lecturer in linguistics at the University of Nottingham, to be professor of education with special reference to the teaching of English in education at the University of London Institute of Education, in succession to Professor Harold Rosen, who recently retired.

CONFERENCES...

May 11 History of Education Society conference on "Mental Testing" at the Faculty of Education, University of Birmingham. Speakers include Professor A. Clarke, Dr Ann Clarke, Professor Gillian Sutherland and Dr Deborah Thorn. Details from Patrick Opper, Avery Hill College, Boxley Road, Eltham, London SE9 2PQ.

May 11 Mid-Glamorgan Federation of Home School Associations conference on "The Role of the School Governing Body". Details from Mrs B. A. Post Restante, 4 Martiney, CH 1000 Lausanne.

from 9.45am to 4.30pm. Fee £5. Details from Mr J. Mountford, Ivy Cottage, Llanfyllter, Mid-Glamorgan CF38 2PY.

May 18 "Computers in Sociology and Social Studies" teaching conference for teachers of sociology and social studies at the Department of Education, University of Keele. Fee £8.50. Absolute beginners particularly welcome. Details from Denis Gleeson, Department of Education, University of Keele, Keele, Staffordshire ST5 5BG.

May 18 National Association for Gifted Children conference on "Able Children Meeting their Needs in School" at Gipsy Hill Centre, Kingston Polytechnic. Speakers include Martin Turner, Peter Tiley, and David George. Fee £8. Details from Diane Montgomerie, Faculty of Education, Kingston Polytechnic, Gipsy Hill Centre, Kingston Hill, Kingston upon Thames KT2 7LB.

May 24-25 International conference of the Society for Effective Affective Learning at Queen Mary College, Halls of Residence, South Woodford, London E18. Will be of special interest to language teachers. The theme is "Accelerated Learning". SEAL is a non-profit making society for the promotion and investigation of the learning process and related teaching methods. Details from Mrs J. Seal, 176AD.

May 21 Mid-Glamorgan Federation of Home School Associations conference on "The Role of the School Governing Body". Details from Mrs B. A. Post Restante, 4 Martiney, CH 1000 Lausanne.

EVENTS...

April 20 Forum for the Advancement of Educational Therapy music workshop for teachers (including non-specialists) at the City Centre for Music, Ebury Bridge, Sutherland Street, London SW1 from 10am to 4.30pm. Non-members £7.50, members £2.50. Details from Gerd Hanko, 01-998 4224.

April 25 "The Labour Party approach to vocational education and training" is a lunchtime event organized by Education for Industrial Society. Speakers include Bob Garland and Barry Sheerman, MP. Further events will discuss the Liberal-SDP alliance approach on May 23 and the Conservative approach on June 27. The fee is £23. Details from Louise Prokhorova, Education for Industrial Society, 48 Grosvenor Square, London W1N 1AN.

April 25-26 Royal Opera Youth Week includes a study day on Sir Michael Tippett's *King Priam* on April 25; a course on "Designing for the Theatre" on April 27 and a presentation on the role of the Education Unit, Royal Opera House, Covent Garden, London, W.C.2. Tel 01-240 1200.

April 25-26 Child Development Society holding a 2-day symposium on "The Role of the Teacher" at 20 Bedford Way, London W.C.1. Speakers include Mrs M. McKenzie of the Centre for Language in Primary Education, and Mrs J. Seal of the Centre for Language in Primary Education. Non-members £10. Details from Mrs J. Seal, 176AD.

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INFORMATION

NATFHE The National Association of Teachers in Further and Higher Education is running an employment register in the London area for part-time and temporary staff. Since the summer nearly 500 teachers have registered covering 80 subjects - and more than 200 have found work. Any teacher seeking a teaching post should ring Ms Heather McNelly, who runs the service, on 01-679 3881. Anyone wishing to register should send a stamped addressed envelope to NATFHE Register, 21 Huntspill Street, London SW17 0AA.

Publications Educational Arts Centres A report on educational work in arts centres by Derek Nicholls, director of the Midlands Arts Centre in Stoke-on-Trent, is available from the National Association of Arts Centres, 29 Woodland Terrace, Warrington, Cheshire, W.L.3 9MT.

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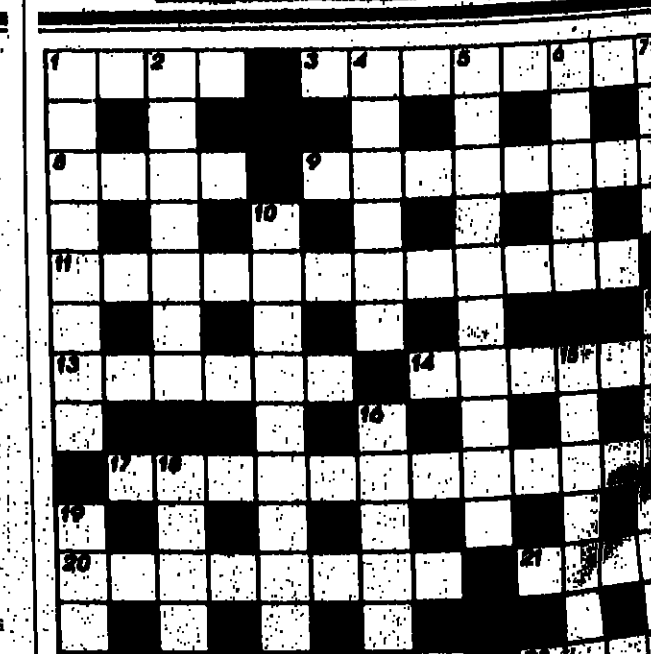
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No 199 CROSSWORD by Rufus



Across

1. Offer to take the taxi (4)

2. Blasted team and what may be done about it (3-5)

3. So backward about turning up for work (4)

4. League match (6)

Down

1. Breaks surface of water off Aberystwyth (7)

2. Mapping about the foreign garment (7)

3. Famous London comedian (6)

4. A member of the lower class (5)

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Reagan man

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Looking for a way out

For a fleeting weekend it looked like good news – the employers' representatives on the Burnham Committee had shown a welcome desire to shift the log-jam in the present dispute by inviting the teachers to meet them again to consider how and under what conditions a new offer could be made over and above the 4 per cent on the table. It appears that the initiative came from Labour authority leaders given grounds for optimism by informal contacts with the NUT (whether over breakfast or in smoke-filled Scarborough back-rooms) and that the imminence of next Thursday's county council elections may have helped Mr Philip Merridale and his ACC team to go along with it. Whatever the circumstances, it was the movement which counted almost as much as the reasons for it.

The bad news, however, followed swiftly behind. The Burnham teachers' panel – or at any rate the National Union of Teachers – are still mulishly determined not to pick up the threads of negotiation, even though it would plainly have made sense to pursue the potential for agreement between the teachers and their employers.

Even though the employers do not form more than a part of the management panel in Burnham and could not raise the offer, even if they wished to, without the agreement of the representatives of the Secretary of State, the teachers would have been well advised to try to do a deal with the authorities on the terms of an interim agreement – which would have eventually led on to a new contract and salary structure – and then join with them in banging on Sir Keith Joseph's door.

Of course, there could be no guarantee that such a joint démarche would prove irresistible, and indeed Sir Keith – with his usual deadly timing – reiterated in the House of Commons that there was absolutely no

prospect of any extra money at just about the time that the NUT was driving the other teacher unions at the teachers' panel meeting to despair. Once again, the NUT's leaders, having led their troops another forced march further up the cul de sac, will be able to claim triumphantly that they have been proved right.

Even so, the authorities cannot be faulted for believing that a united approach was worth a try, and certainly better than an indefinitely protracted period of non-cooperation and temper-fraying strikes, and in the end it is almost inevitable that they will have to make some sort of common cause.

The ferocious nature of the Government's regime of pains and penalties for "overspending" i.e.s means that when the local authorities say they cannot afford to pay more the teachers' unions have no option but to pay attention. This is spelled out in the authorities' "ability to pay" paper prepared with the latest wage of pay-data, produced jointly by the teachers and the authorities, as background information for Burnham (page 8).

Not only does Sir Keith's man on the management panel of the Burnham Committee enjoy what amounts to a veto on any offer which exceeds the top figure acceptable to the Government, but even if Sir Keith said to the i.e.s: "Go ahead, I wash my hands of the whole matter. If you want to pay the teachers more, do so out of your own tax revenues", the authorities could not do so without incurring automatic penalties and also spending money for which they have no budgetary sanction.

By putting the i.e.s in a strait-jacket, however, the Government may have made them slightly more ready to make agreeable noises to the teachers, rather than less. Because they simply have not got the money to make an offer of their own, they may feel less inhibited in joining with their employers in

trying to do a deal at the Government's expense.

If there were any opportunist dividends to be extracted from this financial impasse, however, hopes have once again been shattered by the NUT's determination to stick to strong-arm tactics and the Burnham stalemate.

The fall-out from the NUT's wrecking behaviour can be judged by the effect it is likely to have on their relationship with the Labour local authority leaders who they had been looking to as allies, but who are now unlikely to risk another set of crossed signals in a hurry. It must also be a warning sign that the NAS/UNT general secretary, Fred Smithless, has now seen fit to abandon the fragile united front he had hitherto – with some misgivings – maintained, and condemn his fellow union publicly and unequivocally. It also looks as if the NUT has now wrong-footed itself on the eve of the elections.

The NUT leaders have been just as sensitive as the employers' to the impact of their action on the local elections, and their strategy depends quite heavily on denting the Government's confidence in its public sector pay policy through the local ballot box. So far, though, as our election preview on page 6 suggests, cutbacks and strikes in the schools are still not giving teachers such a high profile with the voters as expected, and political swings look more likely to lead to hung councils – never a good basis for a policy lead – than real switches in power.

When next Thursday's elections are out of the way, the smoke may begin to clear and we may all be able to see whether the NUT are leading the troops towards the real enemy lines. In any event, having dashed the employers' olive twig to the ground, it may then be up to the unions to make the next move. Without a major shock in the shires next week, it is unlikely to come from Sir Keith.

COMMENT

Cut and come again

Each year about this time, *The TES* publishes a survey of local authority spending plans (this year's report appears on pages 12 and 13). The survey is a rush job. It depends on the goodwill and cooperation of the authorities – for which, once again, many thanks – because the idea is to find out as early as possible in the financial year what the budget decisions of i.e.s. are, and to make the best possible use of the 12 months ahead.

In particular, it provides a way of checking the global forecasts put out by the Government against the separate decisions made by local authorities up and down the land. For various reasons this year, rather more authorities than usual have been unable to provide the information, so the sample is smaller than might be wished (61 authorities in England, Wales and Scotland, out of a possible 116).

It is clear that i.e.s. are budgeting for more "real term" cuts. The respondents to our survey report cuts of about 1 per cent. Those which have been unable to respond in the available time may well include rather more of those being forced to make bigger cuts. A cut of upwards of 1 per cent would compare with the Government's public expenditure plans which speak of a real term increase of 1 1/4 per cent. The two figures are not strictly comparable, however. For one thing, the Government's 1 1/4 per cent increase is for all education expenditure, not just that of i.e.s. For another, it is an increase on last year's planned spending – that is, the figure set out in the previous public expenditure White Paper which was, in fact, exceeded by several hundred million pounds.

When the public expenditure forecasts were published last November, Sir Keith Joseph said that English local authority budgets were set to go up by 2.7 per cent in cash. A 2.7 per cent rise

in cash, at a time of 5 or 6 per cent inflation suggests cuts of the order of 3 per cent or so, not the 1 per cent now suggested by our survey.

If i.e.s. did manage to hold education spending (in real terms) to within 1 per cent of last year, then they would have done extremely well. There would undoubtedly be cuts, but the Government would have failed to make much impression on the problem of "over-spending", and there would again have to be a substantial drawing on the money set aside as an unallocated reserve (£500 million). But it may well transpire that inflation exceeds the levels allowed for by many i.e.s. in preparing their figures, in which case the squeeze will get considerably tighter.

The survey shows how the impact of falling rolls has now moved from the primary to the secondary stage. Last year, there were four jobs in primary schools eliminated for every seven jobs saved in secondary schools. This time, the number of secondary jobs scheduled to disappear is 20 times as big as the number in the primaries. The survey also suggests the expansion of further education staffing may have come to an end, though the announcement of the plans for a two-year youth training scheme, came after i.e.s. had prepared their budgets.

All in all, the survey suggests another difficult year with a reduction in the number of teaching posts in line with the 6,000 already forecast by the Government, and a continuing high level of premature retirement if some compulsory redundancy is to be avoided – as no doubt it will.

On the record

As we report on page 30, next Tuesday is the closing date for submissions to the Government on its Green Paper on copyright and recording. It is no exaggeration to say that the eval-



BBC TV's *Bleak House* – the kind of programme teachers would want to record.

tal legislation will be of far-reaching educational importance for many years to come.

Television, as we have repeatedly argued in these columns, is one of the teaching profession's biggest blind spots. The "educative" effect of three hours' viewing each day is often far more profound than the educative effect of formal lessons.

True learning only comes through enjoyment, and the melancholy fact is that *Minder*, the Muppets, and David Attenborough are infinitely more fun than social or environmental studies at school.

And video-recording, as photography before it, has long been – and will continue to be – a widespread *fait accompli*. So long as the technology is available, no conceivable law can stamp it out. It is good that the Government has implicitly accepted this, and auspicious that its proposals make legitimate the freedom teachers have hitherto had to steal in a clandestine manner.

It was inevitable that vested interests should fight the proposed levy on tapes, and it is quite understandable that the performing arts bodies are on the defensive, which only reinforces the view that the Government's proposals are a necessary and long overdue step.

It was also inevitable that the performing arts bodies should fight the proposed levy on tapes, and it is quite understandable that the performing arts bodies are on the defensive, which only reinforces the view that the Government's proposals are a necessary and long overdue step.

Second opinion

Stop playing the market in exams

Examining/validating/certifying bodies – whether GCE boards which control academic routes or a plethora of bodies such as CGLI and BTEC which control vocational routes – have a determining effect on both curriculum and pedagogy.

Yet these bodies move to whatever they perceive a market, too often deciding their policies on this basis rather than on the basis of developing more relevant and understandable client-based structures.

Take the GCE boards. They offer a range of single subject, norm-referenced, written, terminal examinations which test a very limited range of knowledge and skill. This leads to substantial numbers of unmotivated, under-achieving young people.

The corrupting influence of the GCE boards on both curriculum and pedagogy results in expectations being pitched too low. And the boards' naked self-interest, their indifference to the curriculum well-being of young people, is exposed for all to see by their decision to continue to offer CEE when even the present Secretary of State refused to endorse it.

Next, take the vocational bodies such as CGLI, RSA and BTEC. While seeking to develop rather better systems than those of the GCE boards, they nevertheless largely operate by deliberately playing to the perceived market, each afraid lest it gives ground to the others. BTEC's recent announcement (since *amended*) that it intended to develop a new vocational qualification demonstrated the extent to which crude market forces determine the actions of examining/validating/certifying bodies in the vocational field.

It is no longer acceptable that bodies whose prime concern is with their own preservation in the market place should exercise so much influence over curriculum matters and teaching methodology. The time is now ripe to take examining/validating/certifying out of the hands of the present plethora of independent bodies and to place it within a single body responsible for all such work in post-16 education and training.

Such a single body should replace all existing examining/validating/certifying bodies in the area including NNEB, BTEC, CGLI, RSA and the GCE boards. It should act as a unitary organization, be given a statutory base and the power and resources to enable it to survive, examining/validating/certifying needs of all young people and adults post-16, whether they be in general, pre-vocational or vocational education and training. It should become the responsibility of a distinct body whose prime purpose this would be. Such a body would need to enjoy guaranteed funding to enable it to operate independently. The Further Education Unit provides such an embryonic body.

In addition, post-16 education and training requires a body which could provide broad support, research services, and a strategic overview of the system and of where it should be going. The Further Education Staff College, Education is on the brink of another breakthrough.

Even now, and without legislation, the Government and the local authorities could, if they so wished, exercise considerable influence in these directions. They are, after all, the holders of the public purse and, as such, the funding agencies for all these bodies.

Mick Farley

Mr Gwyn Iwanfield, winner of the Special Needs Teacher of the Year award has received a cheque for £500 from Sir Keith Joseph.

Mr Gwyn Iwanfield, of Oak Lodge School, the winner of the award, is a teacher of the deaf at the school. He is also a member of the National Deaf Society, which is a charity for the deaf.

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HMI calls for 'less and better' maths

by Virginia Makins

The way to improve most pupils' mathematics is to teach them much less for better, claims Her Majesty's Inspectorate in a curriculum paper, *Mathematics from 5 to 16*.

It says: "The mathematics syllabus should be reduced for the majority of pupils and re-designed in order that they may cover it thoroughly with useful activities at each stage."

If the content of syllabuses were reduced for many pupils, teaching approaches and objectives could be much broader, and the pupils' mathematical experience would be richer and more appropriate.

Unlike the previous HMI paper on English in the same series, detailed objectives for different age-groups are not set. The aims, objectives, criteria for content, classroom approaches and principles of assessment suggested are the same for all levels, from infant to secondary.

The paper closely follows many of the arguments of the Cockcroft report on mathematics teaching, and frequently quotes from it.

The inspectors stress the importance of practical work at all levels: "Mathematics is an abstract subject and becomes almost exclusively so too quickly for many pupils."

They say that the aims of teaching

mathematics should be that the pupils see the subject as an essential element of communication, and as a powerful tool, where skills are only important because they are needed for purposeful activities.

The report adds: "It is unfortunate that much of the work pupils do in mathematics should appear to them and to adults to lack purpose."

Pupils should be encouraged to use imagination, initiative and flexibility, as well as to work systematically when appropriate. They should learn to work independently and cooperatively.

"Most, if not all" should do some in-depth study. They should understand relationships within mathematics, become aware of its fascination, and gain confidence. Pupils must "derive pleasure and enjoyment" from the subject.

Notation and number facts must be learnt – but not before underlying concepts are understood. There is a "very strong temptation" at all levels for schools to go for "superficially quick progress" in written work.

Concentrating on concepts and their understanding – rather than skills – may "appear to many to result in unacceptably slow progress", but it allows quick and confident progress

later on.

The importance of being able to talk and write about mathematics is neglected in many schools, as is the ability to extract and evaluate mathematical information from a wide range of sources, including reference books, advertisements and the media.

Understanding basic concepts, and the relationship between them, is essential. "Being 'good' mathematics" is dependent upon the ability to recognize relationships," say the inspectors.

Pupils should learn to select appropriate data to solve problems – textbooks, unlike life, usually provide exactly the data needed. They must be able to use maths in context, and to assess the usefulness and relevance of results.

They need to develop general strategies such as estimation, approximation, trial-and-error methods of solving problems, ways of simplifying difficult tasks and looking for patterns, making and testing hypotheses.

HMI inspectors suggest that the content of mathematics courses should be chosen so that pupils can cover them successfully. Syllabuses currently contain so much that "even superficial coverage is impossible for many pupils".

There should be differentiation to suit different abilities – but at every stage this should be based on "extensions rather than deletions". Differentiation must not act as a "straight-jacket" on individual pupils' progress.

Content should relate to the mathematical needs of the rest of the curriculum – otherwise claims that maths is a useful subject will sound hollow to pupils – and to the needs of adult life including employment.

Classroom approaches should be flexible, introducing new topics when pupils see their need. They must encourage girls, and pupils from different cultural backgrounds.

Assessment should relate to the full range of objectives and classroom approaches. Pupils' conceptual structures and general strategies show their mathematical abilities better than their easily tested mastery of facts and skills, and ways must be found to assess them.

Mathematics from 5 to 16 is published by HMSO at £2. Comments and suggestions from individuals and associations are welcome and should be sent to the Staff Inspector (Mathematics), Department of Education and Science, Elizabeth House, York Road, London SE1 7PH.

'Mature' polytechnics may get degree control

by Biddy Passmore

Polytechnics and colleges should be given greater freedom to control the quality of their courses and some should be given complete autonomy to award their own degrees, a Government inquiry recommended on Wednesday.

The report was warmly welcomed by the Council for National Academic Awards (CNAA) at £2. Comments and suggestions from individuals and associations are welcome and should be sent to the Staff Inspector (Mathematics), Department of Education and Science, Elizabeth House, York Road, London SE1 7PH.

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The weight of external controls. The Council for National Academic Awards (CNAA) is too bureaucratic, it says, and universities – the other main validating bodies – sometimes do not require high enough standards.

It proposes a three-tier system for validating degrees. At one end of the range, institutions would continue to have their degree courses validated individually or in small groups. At the other, they would be completely self-validating. In between, a polytechnic or college could apply to an external body for the accreditation of all of its courses or of courses in specified subject areas, subject to periodic reviews.

The report also recommends that the system of external examiners should be strengthened, involving them in course development as well as examining, and makes proposals to tighten up the quality of both staff and student applicants who lack normal minimum entry qualifications to ensure that they really can cope with the course.

Academic Validation in Public Sector Higher Education, Cmd 9501, HMSO price £7.20 net.

IN BRIEF

Strike backing

Labour-controlled Liverpool's education committee voted to support a strike of schoolchildren organised by the Youth Trades Union Rights Campaign against plans to "consolidate" youngsters into the Youth Training Scheme by stopping all supplementary lessons for 16 and 17-year-olds. The system and of where it should be going. The Further Education Staff College, Education is on the brink of another breakthrough.

£500 award

Mr Gwyn Iwanfield, winner of the Special Needs Teacher of the Year award has received a cheque for £500 from Sir Keith Joseph.

Mr Gwyn Iwanfield, of Oak Lodge School, the winner of the award, is a teacher of the deaf at the school. He is also a member of the National Deaf Society, which is a charity for the deaf.

Building warning

Planned cuts in Government funds for i.e.s. will undermine their capacity to provide adequate school buildings, according to a report from the Building Employers' Confederation. It says that despite a fall in the school population of about a third since 1977, education building provision already lags behind requirements.

NUT official dies

Mr John Bowdler, West Midlands executive member of the National Union of Teachers and chairman of its publicity committee, died last year when he retired, has died in hospital from cancer. Mr Bowdler, who also chaired the union's race relations committee, taught in Wolverhampton.

Race course

The troubled Polytechnic of North London is to introduce race awareness day in its curriculum, which will be a day of anti-racism education. The day will be a day of anti-racism education. The day will be a day of anti-racism education.

Promotion and equality

by Hilary Wilce

Internal school promotion procedures are sharply criticized this week in new guidelines on eliminating discrimination from teaching.

The guide, issued by the Equal Opportunities Commission, says there is evidence that internal promotions can place too much patronage in the hands of heads, and this can put women at a disadvantage.

Junior promotions are the point at which women begin to fall back from their male colleagues, the guide points out. Authorities should therefore pay close attention to procedures for promotion to scale two and three posts.

The guide also criticizes the practice, in some schools, of promoting staff on the recommendation of one person, and of processing job applications from men and women separately.

The 20-page guide examines the responsibilities of authorities, teachers and unions under the Sex Discrimination Act and sets out steps for promoting equality.

The guide will be examined in detail in next week's *TES*.

PAT agreement

Teachers' leaders have agreed to abide by a High Court judge's ruling that the Professional Association of Teachers should be allowed a representative on pay working groups of the main pay bargaining body, the Burnham committee. The PAT, took the issue to the High Court after claiming it had been denied access to information about the committee's groups.

PROFESSIONAL ASSOCIATION OF TEACHERS

99 Friar Gate, Derby DE1 1EZ
Tel: DERBY (0332) 372337

PAT provides a full range of professional and legal services for practising and student teachers.

PAT is a certified trade union with a seat on the Burnham Committee, the statutory body for negotiating teachers' salaries.

PAT does not belong to the TUC. It is a condition of membership that applicants undertake never to participate in strikes.

We work for a high level of professional commitment among teachers; for the promotion of their interests by the force of argument rather than the argument of force; for the establishment of a genuinely professional image of the teaching profession.

Membership increased by over 25% in 1984. We continue to grow in all parts of the United Kingdom in 1985. We believe that the future of the profession lies in the direction we are taking.

If you wish to consider joining us, write for more information to the following address (no stamp required):

Professional Association of Teachers
FREEPOST
Department EW
99 Friar Gate
DERBY
DE1 9BR
(0332)

Penalties for i.e.s. paying 3%

Continued from page 1

tive level of teachers' salaries had declined by more than 30 per cent since the Houghton award.

● Recognize that the value and importance of teaching is no less today than in 1974.

● Acknowledge that teaching has become more demanding and that the professional commitment of teachers has in no way diminished.

● Recognize the inadequacy of the 4 per cent offer.

● Set aside the proposal to refer the dispute to arbitration, since the Government has refused to provide additional finance towards any arbitral award.

● Make a substantially increased offer which includes a significant element towards the recovery of the decline identified by the pay data working party.

The NUT-authored statement concludes: "This authority believes that, in order to implement such an agreement on the levels of pay which should emerge from the 1985 round of negotiations and avoid further damage to local government services, the employers and the teachers' organizations should together seek to obtain the necessary finance from central government to meet the costs of the award."

But Sir Keith ruled out any extra Government cash to finance a settlement of this year's pay claim when he answered questions in the House of Commons on Tuesday.

He said: "The Government will stand by their refusal to find any extra money for the honouring of an arbitration award which, over the level of the offer already made by the employers, would have to come out of local authority funds."

Mr Giles Radice, the Opposition's spokesman on education, said that "formal or informal talks" should proceed.

Meanwhile, the biggest college and polytechnic lecturers' union, the National Association of Teachers in Further and Higher Education, will be holding rallies throughout the country during May in support of its pay claim. Members are now being lobbied on strike action, which would coincide with the campaign. It begins on May 8.



Checking move! Daniel Elliott, aged 9, of Tollgate County Junior School, Eastbourne, winner of a chess competition last weekend. The event, sponsored by a building society, involved 85 children from 12 schools in the Eastbourne area. Picture: Annette Parry.

Richard Aldrich and Patricia Leighton believe that RA Butler's 1944 Act is now hopelessly out-of-date; in particular, it fails to provide a clear definition of the powers and duties of the various partners in the education service. And they warn that unless the fault is rectified by a major new piece of legislation the already fragile partnership will crumble.

Why education badly needs a change of Act



● RA Butler architect of the Act

We all want better schools; just as we all want better housing, better hospitals, better roads, better jobs (and more of them), how to achieve such ends. The White Paper Better Schools (Cmd 9469) promises better teacher training, better school curricula, and better forms of pupil (and, more controversially, teacher) assessment.

Yet many politicians, I.e.s.s. and, above all, many teachers, far from welcoming this prescription, have denounced it as one further element in a centralist plot.

It is not simply the lack of a substantial pay rise to sweeten the pill. In a fundamental sense the other partners in the education service feel that Sir Keith Joseph, in going beyond the boundaries of power exercised by previous Ministers and Secretaries of State for Education under the 1944 Act, has upset the basic educational framework. Contrast his several statements on school curricula, for example, with that of George Tomlinson, Conservative Education Minister in 1951, indeed, with that of R.A. Butler who in 1944 advised the House of Commons that "the local education authority, as I see it, will have responsibility for the broad type of education given to the secondary schools".

The White Paper mentions partnership - in the first of its 303 paragraphs. "The Government has reviewed, together with its partners, its policies for school education in England and Wales. This White Paper sets out its conclusions. The partners (and consumers) of education also feature in the penultimate paragraph when it is announced that "The Government intends to work closely with all of

these" and urges their "ready co-operation and mutual support". Yet there is considerable evidence (which needs no recounting here) to show that at present the supposed "partners" in education regard each other with more distrust, even disdain, than any time since the Revised Code of the 1860s. Such distrust is to the detriment of all engaged in education, not least the children.

What has gone wrong? How can it be put right? One basic answer is that the present legislative framework of education, the 1944 Act, is hopelessly out of date. Neither of the previous major pieces of twentieth-century legislation, those of 1902 and 1918 (both like that of 1944 born in the social upheaval of war) was allowed to soldier on for so long. It is time to acknowledge its original defects and its present irrelevances.

The 1944 Act, in spite of its fame and longevity, is oddly structured and presented, full of inconsistencies and afterthoughts, and in this respect comparable to the 1944 Act. It is a haphazard fashion. Teachers are virtually invisible. In particular, it fails to provide either a clear definition of the powers and duties of the several partners engaged in the educational process, or a coherent framework to govern the relationship between them.

Moreover, some of the key statutory requirements were, sadly, never fulfilled - in particular those concerned with the county colleges. The present confusions surrounding the education, training and employment of 16 to 19-year-olds stem from the failure of successive Ministers of Education, Conservative and Labour, to implement the principle of part-time education for all, a principle recognized even

in the 1918 Act.

Of course it is always possible to argue that the way forward should be the status quo, that it is impossible to devise a better system. The Duke of Wellington defended the pre-1832 Parliament on those grounds. He also opposed railways for fear that they would allow the lower orders to move about the country. Perceptions change. Of course it can be argued that the present system works and that flexibility and negotiation are superior to closely defined rights and duties. But between proper partners in a well-balanced system which is itself based on a general consensus all is well. But do such conditions exist today? For example, who should be doing what in respect of the education and training of 16 to 19-year-olds? What does the 1944 Act say about the MSC?

There is a general legislative framework for education in the White Paper. The Government's proposals "can in the main be taken within the existing legal framework". Nevertheless, chapter nine on governing bodies, quite the most thorough and coherent section of

ment are not completely ignored. The Green Paper noted the need "to establish in legislation a distribution of responsibilities between the I.e.s.s. governing body and headteacher". The White Paper acknowledged that "The role of the headteacher should have a firm legal foundation". Why stop there? What about the roles of the Secretary of State and of the I.e.s.s.? What about legislation to establish more clearly and closely their distribution of responsibilities and powers? What about the teachers?

It is widely believed that the educational system of this country is distinguished by a substance and spirit of partnership, and that such partnership is securely based in the 1944 Act. We believe that the partnership is on the point of breakdown.

As yet, case law on education has only to a limited extent explored or clarified some of the potential areas of dispute, for example: accountability, the curriculum, parents' rights, the relationship between the DES and the I.e.s.s. To muddle on, ever grafting small, specific pieces of legislation upon an increasingly fragile and inadequate basic framework is a recipe for conflict.

That conflict will probably emerge in a mounting number of legal cases concerned with education, both those of *Tameside* proportions and localized disputes concerned with one child, one school or one item of the curriculum. If inconsistencies and vagueness in respect of some school governing bodies are to be so soundly condemned in the White Paper, why not the inconsistencies and vagueness in the education

system as a whole?

This is not, of course, to condemn those who, in very difficult circumstances, achieved the 1944 Act. Quite the opposite. But even a "Rolls-Royce amongst legislations" can in time become an old banger, especially if some of its parts (the county colleges) were missing from the start, whilst other sections (the Central Advisory Councils) have been broken off, and others welded on.

We urgently need a discussion about some of the really fundamental questions in education. Who are the partners? How are their respective powers, duties and rights to be defined so that disputes are reduced to a minimum? What mechanisms are to be used to resolve those disputes which do arise? The powers of the central authority in education itself must form part of this review.

This is the agenda for a real Great Debate in education. This is the true back-to-basics movement. Better schools need a better partnership and a better legislative basis.

Richard Aldrich is senior lecturer in history of education at the University of London Institute of Education. Patricia Leighton is principal lecturer in law at the Polytechnic of North London.

Education: Time for a New Act? Bedford Way Paper No. 23 by Richard Aldrich and Patricia Leighton is published next week at £2.50. Institute of Education, University of London, distributed by Heinemann Educational Books Ltd ISSN 0261-0078.



The education world has changed immeasurably since the days when the '44 Act was a legislative 'new boy'

From *Punch*, April 4, 1945

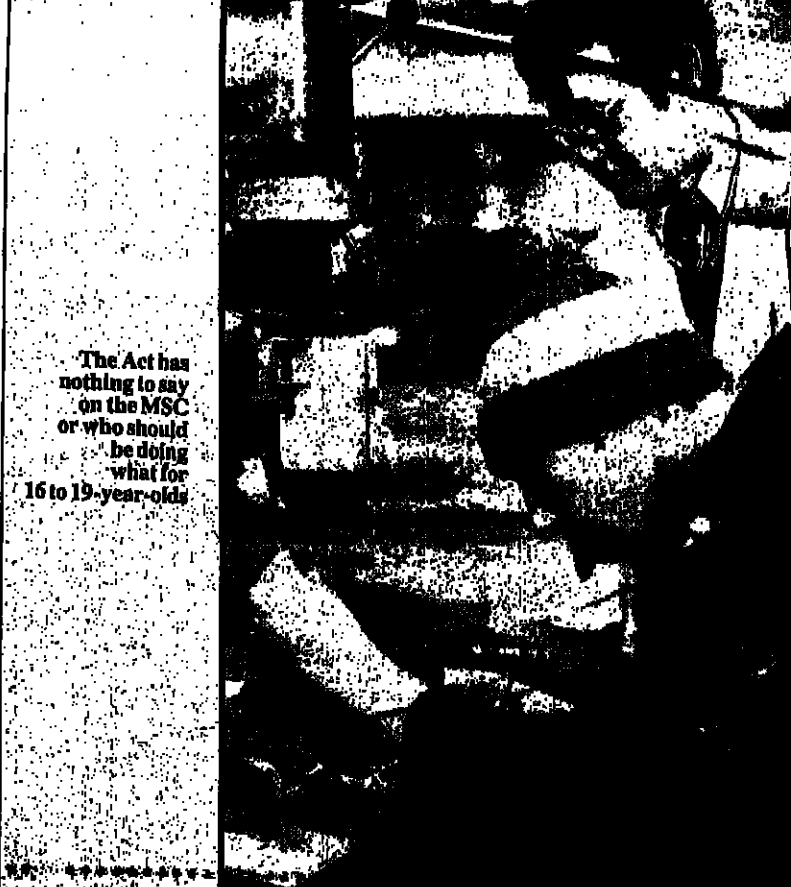
MCollP and FCollP
College of Preceptors
Membership
for those engaged in
Education



Introducing The College of Preceptors
The College is the only chartered professional body in England & Wales for teachers and educational administrators. It is privileged to have been granted a Royal Charter in 1985. It is an independent and international forum for debate on educational issues, and is standing body.

The recent passage of events in respect of school governing bodies is most important for it provides a useful procedural model of a reconstruction of the whole system. In May 1984 a *Organ Paper: Parental Influence at School* (Cmd 9242) was issued for discussion. One of its two major proposals - that parents should be placed in a majority on certain school governing bodies - commanded little support. Indeed, from the responses there emerged the contrary view that no single group - parents, teachers, I.e.s.s. governors, co-optees - should have an absolute majority. The second proposal - that the functions and powers of governing bodies should be clearly and closely defined - received widespread support. It became clear that although model articles had been issued in 1945, since that date to this, as in so many other areas of education, practice and performance had come to vary widely.

Legislation, therefore, is now proposed in respect of these issues. Paragraph 25 of the White Paper gives some hint of its momentous nature. "As a result of the intended legislation, statute law will, for the first time, specify in considerable detail the composition of governing bodies and their functions, the all categories of maintained schools."



The Act has nothing to say on the MSC or who should be doing what for 16 to 19-year-olds

Labour and SDP spell out policies for coherent pre school provision

Parties promise better deal for under-fives

by Sarah Bayliss

Children aged three and four are promised a full year of pre school education under a future government led by either the Labour Party or the Social Democrats.

Both parties published policy documents on the under-fives this week, in the run up to county council elections on May 2 but with a firm eye on votes in the next general election.

Both criticize the patchiness of present provision, the fact that a nursery place is heavily dependent on where children live, and that under-fives services are fragmented between health, social services and education departments.

Labour aims to pass legislation requiring all local authorities to offer all three and four-year-olds a place in a nursery school or class with flexible hours to meet the needs of parents.

Local authorities would also be obliged by law to provide education, play and day care for under-fives. Government departments would set basic standards and ensure that sufficient resources were available through increases in the rate support grant, the urban aid programme and grants to voluntary bodies.

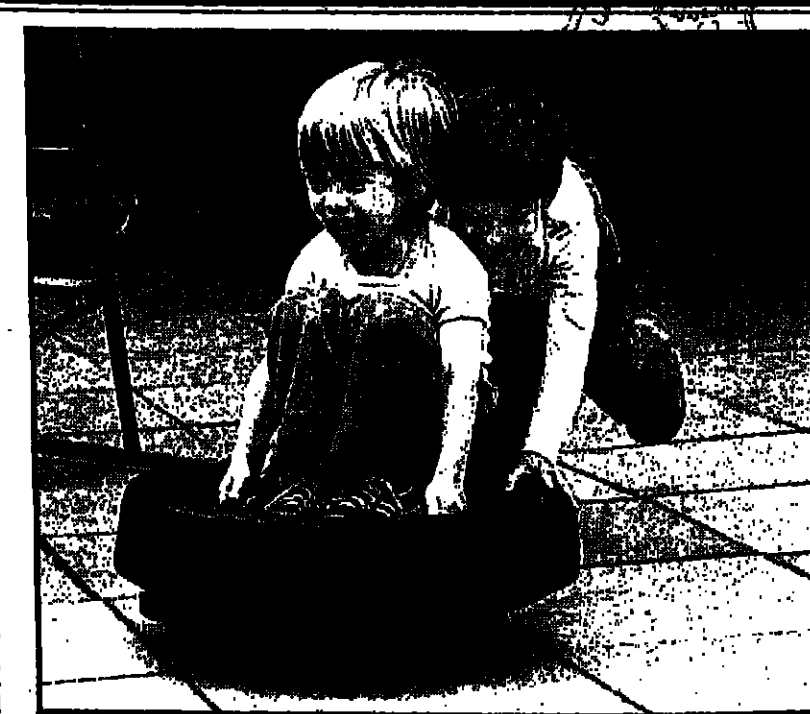
The Social Democrats say they would develop a service from "the bottom up", building on the range of

provision which exists at present. It should be "family oriented, locally decided, flexible and responsive", planned by a local agency for under-fives and funded by a less restricted rate support grant.

The local plan would be based on two guarantees to all children. The first would guarantee every child at least one year's educational experience before starting school; this could be provided in a nursery class or school, a day nursery or a playgroup. The second would give every neighbourhood a "young family centre" - usually based in an existing building such as a primary or nursery school, community or health centre. It would provide support, information and advice to young families.

Labour's document, which will have to be approved by the party's conference before it becomes policy, was launched at Keynesham school in Avon where Labour is defending a slim majority next week and where the existing county administration has made nursery education a top priority.

Mr Giles Radice, Labour's education spokesman, said a newly elected Labour Government would immediately invest £50 million in nursery education, raising by 10 per cent the proportion of young children in pre



A push for the nursery ... opposition parties want to make such facilities nationally available.

school provision.

In 1983 23 per cent were in nursery education and around 20 per cent were in primary schools as rising figures. "We are saying we could get the proportion in pre school education up to 30 per cent in one year as a first step," said Mr Radice.

The document *Labour's Charter for the Under Fives*, places special emphasis on the practical needs of parents - including their right to shorter, more flexible working hours, more paid time off and increased child benefits - and to child care workers, who should have better pay and conditions and improved career and training opportunities.

Local councils should try to support voluntary organizations which run playgroups by helping with training and allowing the joint use of school premises. But "since playgroups only operate for a few half days a week, they are little use to working parents". Labour lists the five worst providers

of nursery education as Gloucestershire, Somerset, Wiltshire, Bromley and West Sussex, which cater for between 0 and 3 per cent of the age group. All are Conservative-controlled.

The SDP document, prepared by a working group on under-fives under the auspices of the party's education policy group, spells out its belief that money spent on under-fives is well invested, improves the quality of family life and saves money later in terms of remedial teaching and provision for delinquents.

It quotes a Headstart research finding from America that for every \$1,000 invested in pre school services, society gained a return of at least \$4,000.

The SDP solution is to build on existing provision, with a new emphasis on parental involvement. "We do not believe that a comprehensive, state-run, free, child-care service on demand is a realistic answer. First, the

costs of such a scheme would be formidable, and second, it would tend to devalue the cooperative, self-help and community-based nature of much of the best practice."

An SDP Government would relax the present curbs and penalties on local spending, the rate support grant would be increased and there would be national funds for particular pump-priming activities.

The new under-fives agencies would be based on the I.e.s.s. areas and would include elected members from the education and social service committees, the health districts and voluntary organizations. The local authority would be required to submit the under-fives plan for approval by the Education Secretary.

At a press conference, Mrs Anne Sefer, chairman of the education policy group, said she hoped new legislation would not be necessary but it would be implemented if authorities failed to cooperate after a certain time.

Concern is expressed about unsuitable provision for four-year-olds in primary schools, and the SDP says no child under five should be enrolled unless the staffing and equipment standards which apply to nurseries are implemented.

An appendix of statistics indicates that urban areas in the North such as Tyneside, Cleveland, Manchester, Humberside and some parts of Wales have fewer than a quarter of their children in playgroups while in the more prosperous South - Oxfordshire, Essex, Somerset, Devon, West Sussex, Dorset - more than half are in playgroups. A strong relationship is also shown between the absence of nursery education and the formation of playgroups.

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New work permit prevents Asian teacher's deportation

by Richard Garner

A primary school teacher who has taught Asian children in the East End of London for five years has had a deportation threat lifted.

Mrs Shahida Zubair Ali, who instructed Bengali-speaking pupils at Thomas Buxton Infants' school in East London, was facing removal from Britain to Pakistan when she was told her work permit would not be renewed.

However, Mr Tom King, the Employment Minister, has now said he will renew it. Interventum had been made on Mrs Ali's behalf by the Inner London Education Authority, her employers, and Mr Peter Shore, her MP.

Mr Shore said: "This is wonderful news for Mrs Ali and her family, as

well as for the children at Thomas Buxton school and the local community which surrounds it." Mrs Ali has three children with British passports.

Her plight was raised at the National Union of Teachers' annual conference at Easter - though she is not eligible for membership as her teaching qualification from East Pakistan is not recognized by the DES.

But after a discussion with members of the East London branch Mr Gordon Green, the NUT president, sent a telegram to Mr Leon Brittan, the Home Secretary, urging she should not be deported. Originally, Mrs Ali was told there were enough teachers in the UK market to fill her post.

PGCE course criticized

The postgraduate course for intending primary teachers at Birmingham Polytechnic does not reach the high objectives it sets itself, HM Inspectors have reported. The BEd degree course, on the other hand, has strengths, particularly in the area of environmental studies. But the creative arts component is weak.

BEd and PGCE primary courses are impressive in concept and include extensive school experience, the Inspectors say. The framework of the fully-based postgraduate course, however, is minimal and the professional knowledge base acquired by students difficult to assess.

"Nevertheless, it is clearly patchy and in many areas quite inadequate, notably in art, music and science and it is barely adequate in mathematics and languages."

By contrast, the environmental studies main course of the BEd degree and professional courses in the same area are well conceived and cover a wide range of themes.

It is noted that the five tutors, although mostly secondary school-trained, have made strenuous efforts to obtain primary experience.

A variety of teaching styles were noted throughout the faculty of education and in most cases they were appropriate to the task in hand.

"The majority of tutors are displayed competence and enthusiasm for their subject matter," the Inspectors report.

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Mike Durham examines the issues at stake in next week's county council elections

Shires face prospect of more hung authorities

The political composition of the Association of County Councils - and through it the direction of teachers' pay negotiations - could be at stake in the county council elections to be held next week.

On Thursday, 24 million electors in the 37 shire counties of England and Wales will have the opportunity to vote, in many cases for the first time since 1981, when Labour made substantial gains. All the shire counties are education authorities.

Some informed political observers are predicting a dramatic increase in the number of hung councils - this year, with both Conservative and Labour losses, linked to a significant increase in the Liberal vote.

This could open the door for the first time for the Association of County Councils, now Tory-controlled, to become a hung authority. This would in turn affect the political direction of both the employers' side of the Burnham negotiating committee, and the Council of Local Education Authorities.

The most bitterly-contested counties on Thursday are certain to be Labour and Conservative marginals, and especially counties won by Labour on the crest of an electoral wave in 1981 which the party is now defending. Before the last elections Labour held only one shire county, Durham. Today it controls 10.

The Conservatives are particularly confident of regaining Avon, Cumbria

and Lancashire, all of which fell to Labour four years ago by slender majorities, and Cheshire, which is a hung council where Labour is the largest single party.

In Avon, Labour is defending 39 seats while the Conservatives have 32, the Liberals four, and there is one independent. In Cumbria Labour has an overall majority of only one. Other vulnerable Labour-held counties are Humberside and South Glamorgan.

A similar pattern exists in Lancashire, which includes large tracts of traditionally Conservative green belt as well as Labour strongholds like Blackburn and Burnley. If Labour does lose Lancashire, the Association of County Councils may also lose one of its most eloquent and provocative education spokesmen, Mrs Josie Farrington.

She is Lancashire's education chairman and as a county representative on the ACC, shadow chairman of its education committee. She is also a leading member of the Burnham negotiating panel and CLEA.

The Liberals, however, are also targeting most of the vulnerable Labour-held counties and hope to hold the balance of power where there is no overall political control after the elections. In Avon and Lancashire, especially, tactical voting could give the Liberals a key position.

The Liberal Party is also mounting energetic campaigns in some traditionally Tory authorities, notably Essex, Cambridgeshire and Oxford-

shire, where the Conservatives have surprisingly slender overall majorities in the face of combined Labour and Liberal opposition.

Cambridgeshire Tories, in fact, recently lost two by-elections to the Liberals and the council is under a minority Conservative administration. In Essex, the Conservatives' overall majority is four and in Oxfordshire three. Although in most cases Conservatives can count on Independent or Ratepayers' support, Liberal gains could lead to hung councils.

Hung but conservative-led Bedfordshire, Berkshire and Leicestershire will also be hard-fought by all parties. In each case there is no overall political control but the Tories are the largest party and run minority administrations.

In each case, Labour expects to do well. But the Liberals are equally confident of increasing their share of the vote. Either way, the Conservatives privately concede that they face a hard fight just to maintain their minority position.

Labour will be on the defensive in most areas, happy if it can maintain its 1981 position which might be regarded as something of a freak swing in its favour. The only county where it might hope to gain overall control is Northamptonshire, where Labour and Conservative councillors are exactly balanced.

This county election is the first in which the "third party" factor of the Liberal-SDP Alliance is one to be



Josie Farrington...at risk

reckoned with, making predictions of the outcome particularly difficult. Both major parties could be victims of a protest vote, especially in favour of Liberal candidates in rural areas.

If the Liberals (or in some areas the SDP) do gain really significant ground on Thursday, the outcome would almost certainly be a large group of hung councils which could include Avon, Lancashire, Essex, Cambridgeshire and Oxfordshire as well as councils already hung.

The political balance of the ACC would then change. At present there are 101 Conservatives, 56 Labour and 19 others on the authority's executive council - giving the Conservatives a clear majority of 26. It would need only 13 Conservative councillors to be replaced by opposition members for the authority to hang.

Two Labour authorities, Avon and Derbyshire, do not belong to the ACC. If they were to rejoin they would eventually be entitled to eight representatives.

Changed political balance in the counties would be reflected in the delegations sent to the ACC. For example, Conservative-controlled Cambridgeshire sends four members, all Tory. If the Tories were to lose overall control, one or two councillors would almost certainly be opposition members.

Education high in three-way fight

Cambridgeshire, usually thought of as one of the most loyal of Conservative shire counties, will be the scene of a tough three-way fight on Thursday. There is a real chance that it may be confirmed as a hung council in the wake of a full election.

The Conservatives have already lost overall control following two Liberal by-election victories. The Tory now has 33 seats to Labour's 19, and the Liberals 13, with three independents.

Education issues, especially privatization, figure highly in each party's campaign. Last year the then Conservative-dominated council sacked 1,200 school cleaners and turned the work over to private firms.

The Conservatives claim this has saved £750,000 in the first year which has been ploughed back into a 10 per cent capitation rise and 30 more primary teachers. But both Labour and Liberal parties are opposing the move.

Ms Janet Jones, Labour group leader, said they would restore direct cleaning despite the government's proposals to legislate on privatization. "At the moment we have the most expensive school cleaning service in the country - the head teachers," she said.

Mr Chris Bradford, the Liberal leader, also condemned privatized cleaning as inefficient. "We would not be dogmatic about it. But our judgement is that it's been a failure and our present performance would not want to continue."

Spending on capitation, special education provision and school closures are the other main issues, typical of a predominantly rural, Conservative-controlled county.

All three parties say they would like to spend more on capitation. The Liberals claim capitation has fallen to 60 per cent of its spending level of 10 years ago. According to Labour, children are sharing text books and doing homework on alternate nights.

The Conservatives defend the level of education spending within government cash limits and say they are providing an acceptable service. "We believe we have maintained standards," said Mr John Horrell, Conservative education chairman. "Our policy is to provide a good education and give good value for money."

Cambridgeshire's attitude to the teachers' strikes is a final point of political dispute, although perhaps scarcely recognized by the voters. The authority is deducting teachers' pay for industrial action and has so far refused to put any pressure on the government for more money.

Mr Horrell said it was "a great sadness to us all. I am doing my best not to provoke anybody, but the fact is the money just isn't there."

Labour's spokesman said the teachers clearly had a good case, and the Liberals' leader said: "Teachers are being knocked locally as well as by the central government. We would want to tell them they have a just cause."

Electors seem cool on teachers strike action

Teachers' strikes and the withdrawal of goodwill in schools in many shire counties seem to have had little impact on the election campaigns. It is rarely raised as an issue with candidates on the doorstep, and would-be politicians do not encourage it.

Candidates from both major parties can face criticism for failing to reach an agreement with the teachers. Both Labour and Conservative candidates have gone out of their way to appear conciliatory. But Labour hopes that they might be able to capitalize on the Government's handling of the dispute appear to be groundless.

Mr Giles Radice, Labour's front-bench education spokesman, said parents were concerned about the effect of strikes on their children's education and claimed it was winning votes for Labour. "Education is an important issue in this election," he said.

But Mrs Josie Farrington, education chairman of Lancashire and Labour education spokesman in the ACC, said the effect of the strikes was impossible to predict. "I would expect there to be support from parents who are aware of the background, and who realize that it's the government which has got us into this mess."

The vast majority who raise the

issue on the doorstep feel that it's yet another example of Government bungling." But, she said, very few people want to discuss it.

In Hampshire, the Conservative education chairman of the ACC and leader of the Burnham negotiations' management team, Mr Philip Merri-dale, said hardly anyone had brought up the subject.

"It does not have the high political profile that those of us in the thick of it expect," he said.

"Those who do raise it are likely to be parents with children affected by industrial action. How they vote will depend on their judgement. I think a majority of parents share the view that we all hold, that we want to bring about more public investment in the education service."

"Parents not closely involved with education seem to feel that the matter has to be resolved somehow - the mysterious 'they' should be doing something about it."

Education spending, capitation and school repairs are issues in many counties, with the Conservatives defending tight budgets and Labour counties in many cases pointing to a record of more generous spending.

Reinstate race row head, says NAHT

by Bert Lodge

Bradford heads this week called for the reinstatement of their colleague, Mr Ray Honeyford, as head of Drummond Middle School. They also condemned the authority for its inept approach to the affair, deplored the actions of both councillors and education officers and warned the authority the case had grave implications for all the city's heads.

Mr Honeyford was suspended last month after a vote of no confidence was passed by eight votes to seven in the schools' subcommittee. This followed a year-long campaign for his removal by a parents' action group who were offended by an article he wrote. It was critical of multicultural education and the behaviour of some

of his pupils are Asian. After a meeting attended by 160 of the 200 members of the Bradford branch of the National Association of Head Teachers, the heads issued an unusually strongly worded statement, although they reaffirmed their support for the city's multicultural policies.

In their view the Honeyford case has been "mismanaged from the beginning. This has brought Bradford as an education authority into national disrepute and threatens to damage the local authority's reputation. A meeting with the authority, as soon as the Honeyford case is settled, to discuss its implications for disciplinary procedures."

Mr Peter Hall, secretary of the branch, said they had stopped short of industrial action at this stage because they did not wish to divert attention from the main issue - reinstatement. "To start holding threats over people is the same sort of behaviour people are worried about. But we shall look at it again."

Sir Keith Joseph, the Education Secretary, is currently investigating several complaints about the case of Mr Honeyford.

Mr Bob Dunn, the schools minister, told the Commons on Tuesday that the Education Secretary was making inquiries under section 68 of the Education Act. This empowers him to step in if he is satisfied that either Bradford council or the schools' branch have acted unreasonably.



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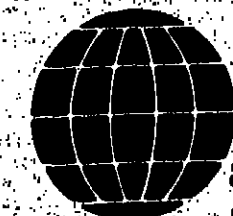
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Richard Garner on revelations of teachers' shrinking salaries and i.e.a.s. unable to meet a 4% rise

The profession's pay slip is showing

A 400-page document shortly to be placed before teachers' leaders and their employers starkly highlights the dilemma facing both sides in this year's pay negotiations. It reveals a widespread decline in pay and local authorities unable to afford even the 4 per cent pay increase already on offer.

The evidence collected by the pay data working party of the Burnham Committee - set up by the main pay bargaining group two years ago to give all concerned enough background information on which to base their discussions - is scheduled to go before the next meeting of the parent body.

It shows how accountants, personnel directors and police officers have seen their pay levels leap further ahead of teachers over the past 12 months. How more than 100,000 teachers are trapped without promotion prospects at the top of their pay scales, and how male teachers earn on average £700 a year more than women - despite equal pay.

Naturally enough, all this is being seized on by the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers as they fire off leaflets outlining their members' financial plight.

However, further information in the document, about the local education authorities' inability to pay more than the 4 per cent already on offer, deals a blow to any hopes of a settlement of the dispute without extra Government cash aid.

According to i.e.a.s. figures, 38 English authorities would face severe financial difficulties in meeting the 3 per cent public sector pay target announced by the Government for the coming year - let alone anything more.

A further 16 have problems meeting the 4 per cent offer already on the table.

The likelihood is that the document will be used by both sides in their respective pay negotiations.

But it does provide useful ammunition if teachers and their employers can agree a joint approach to Sir Keith Joseph, the Education Secretary, for more funds.

It paints a picture of growing teacher unemployment, increased vacancies in shortage subjects, while overall vacancies fall, and industry and commerce, even central government, cream off specialist teachers - such as scientists - with higher rewards. New groups of workers are also overtaking teachers in the pay league.

The latest DES figures show the number of teachers in England and Wales in full-time service had fallen in 1983 by just over 13,000 since 1975, from 408,723 to 395,398. The number of pupils had gone down from 6,384,451 to 7,401,578. The upshot is that the pupil/teacher ratio has dropped from 24.2 in primary and 17.2 in secondary to 22.5 and 16.5 respectively.



DALEY

The following figures show the weekly average pay of different professions compiled in April 1984 for the New Earnings Survey from a representative sample of each professional group.

Profession	average £/week
Police officers, inspectors and above (men)	341.30
Personnel, industrial relations officers and managers (men)	285.00
Office managers (men)	261.10
Physical and geological scientists (men)	249.50
FE teachers (men)	237.40
Engineers, civil, structural and municipal (men)	233.70
Accountants (men)	233.20
Chemical scientists (men)	231.60
Teachers, primary (men)	228.10
Civil Service, middle and higher grades (men)	217.30
FE teachers (women)	205.30
Public health inspectors (men)	202.10
Secondary teachers (men)	196.90
Primary teachers (men)	193.00
Nurse administrators (men)	187.30
Personnel, industrial relations officers and managers (women)	186.90
Welfare workers (men)	179.40
Nurse administrators (women)	178.10
Civil Service, middle and higher grades (women)	173.60
Secondary teachers (women)	171.60
Primary teachers (women)	167.90
Office managers (women)	164.80
Accountants (women)	164.20
Welfare workers (women)	161.40
Nurses, state registered and state enrolled (men)	136.60
Nurses, state registered and state enrolled (women)	118.40

unemployed. Figures are no longer collated by profession at the Department of Employment, but the last available show that in 1982-83, 3.5 per cent of primary and secondary teachers were unemployed (15,854) as compared with 0.32 per cent (1,444) in 1975.

On the training front, the number of teachers completing courses of initial training has slumped from 41,994 to 15,247 during 1972-82.

On pay, the most striking feature is the discrepancy between what the average male teacher and average female teacher earn - despite years of equal pay for the profession.

In primary, secondary and nursery sectors, the average pay earned by a male teacher is more than that earned by a female teacher - with the average pay overall working out at £9,601 for a man and £8,390 for a woman.

However, as if that were not enough to make teachers' pay the document then goes on to compare the pay of teachers with other professionals - and cites the annual rises enjoyed by them in 1984, when arbitration gave the teachers a 3.1 per cent settlement.

Male accountants' wages rose by 10.3 per cent, bringing them up to £23,200 a week, while women accountants' wages rose by 11.5 per cent to £22,600 a week - while their female colleagues pay went up by 9.3 per cent to £18,300 a week.

The slight decline in vacancies, though, is coupled with a marked rise in the number of teachers registered as unemployed. In 1983, 15,854 teachers were unemployed, compared with 1,444 in 1975.

Figures show the number of teaching vacancies for mathematics rose from 282 to 313, for craft, design and technology from 161 to 182, and for science from 66 to 102. Vacancies for commercial and business studies rose from 51 to 72, too. Overall, the number of vacancies went down from 1,968 to 1,947 between January 1983 and 1984.

The slight decline in vacancies, though, is coupled with a marked rise in the number of teachers registered as unemployed. In 1983, 15,854 teachers were unemployed, compared with 1,444 in 1975.

The slight decline in vacancies, though, is coupled with a marked rise in the number of teachers registered as unemployed. In 1983, 15,854 teachers were unemployed, compared with 1,444 in 1975.

Welfare workers are one of the few groups who fared relatively similarly to teachers - receiving a 4.9 per cent rise, taking them to £179.40 a week. Nurses appear to have fared worse than teachers but their figures of a 0.1 per cent pay cut for male nurses and a 2.2 per cent rise for women are complicated by a longer-term pay settlement.

Police officers, with whom teachers' leaders often compare their profession's pay, saw their remuneration rise by an average 11.8 per cent - bringing the average salary of an inspector or above to £341.30 a week.

The figures given for teachers in the comparative table are £193 a week for male primary teachers and £167.90 for female teachers. The respective figures for secondary school teachers are £196.90 and £171.60.

The most direct comparison in pay made by the document, however, is between teachers of specialist subjects and the earnings they could receive if they took up employment outside the classroom.

According to figures cited from a salary survey conducted by the Institute of Physics, almost all physics teachers are worse off than they would be if they worked for either central government, nationalised or private industry.

The only exception to this rule is that a physics teacher under 25 would be better off in school than working for central government - earning £6,630 a year as opposed to £6,130. The early advantage soon disappears, though, and teachers aged 50-54 earn £11,700 on average - whereas the comparable annual salary in a nationalised industry would be £20,170.

The plight of chemistry teachers is much the same, according to a similar survey cited by the Royal Society of Chemistry.

After ploughing through the list of comparisons, the document goes on to relate how education officers in the Royal Air Force earn an average of £13,169 a year, adding: "In service with the RAF are some 400 officers in the administrative branch with education specialization. These officers are either in one of the RAF's schools, of technical training or as station-based education officers."

Placed where it is in the document, it almost sounds like a recruitment poster. However, a word of warning is added: "Officers undertake, at least two, but usually three, secondary duties. These can range from running sports facilities, officers' messes and computer clubs."

All of this would seem to underline the teachers' case for a substantial increase on the present 4 per cent offer, but the document is rounded off by a section headed "Local authority finance 1984-85". It says: "The 1984-85 will be the first year in which there will be legal constraints on the amount some local authorities can raise through council tax. Eighteen authorities, comprising 10 per cent of the total, have been designated under the Act."

It adds that penalties proposed this year by the Government on local authorities which exceed the target which has set them will be much more severe than those proposed in 1983-84.

"This markedly increases the severity of the penalty regime and is likely to reduce the percentage of expenditure met by government grant still further."

It says that, in an average shire county, an overspend of 1 per cent, amounting to £2.5 million, would bring a grant loss of £2.8 million and a 4 per cent overspend (£10.16 million) would bring a grant loss of £28.8 million.

The local authority paper adds: "It is hard to quantify precisely what level of pay settlement i.e.a.s. can afford in 1985-86. Increasingly, the implications of grant penalties, ratecapping and other local resource factors make it more difficult to generalize about ability to pay and rate increases."

But it goes on to reveal that 38 of the 96 i.e.a.s. in England have received less than 3 per cent extra in their cash allocation - and 10 of these have actually had their allocations decreased. Worst-off, according to these figures, are two of the rate-capped authorities, Haringey and the Inner London Education Authority with an allocation of minus 1.5 per cent.

"With inflation of non-pay cost estimated by the Government to run at 4.5 per cent in 1985-86, these 38 authorities will have difficulty in meeting a general level of pay award of 3 per cent without either making reductions in service and staffing levels, or spending above target with the loss of grant and subsequent steep rate rises that this would entail," it adds.

There are in addition 16 other i.e.a.s. with cash allocations between 3 per cent and 4 per cent higher than 1984-85 budgets; some of these authorities will be in a similar situation.

"If the general level of pay award exceeds 3 per cent, more authorities will become subject to grant penalties," it adds. "In all cases, it is clear that i.e.a.s. have limited room for manoeuvre in meeting pay claims having effect in the 1985-86 financial year."

Faced with the facts outlined in the document, both the NUT and NAS/UWT have gone on the offensive with leaflets highlighting their salaries plight.

The NAS/UWT, in one of their fact sheets, concentrate on those trapped at the top of their pay scales. "Teaching as a Career - No Way Out" cites the evidence that 41 per cent of Scale One and 54.5 per cent of Scale Two teachers are trapped at the top of their scale, adding: "Apart from the disastrously low level of teacher salaries, the single most important factor contributing to low morale among teachers is the dearth of promotion opportunities."

On pay, the NAS/UWT says that teachers at the top of Scale One would now be earning £10,707 if the Houghton levels of pay had been upheld. Instead of £8,556. Senior teachers would be earning £16,988 rather than £13,735.

The NUT points out that 105,781 teachers are trapped at the top of the Scale One or Scale Two with little hope of promotion and adds that 40.9 per cent of teachers now earn less than the average non-manual wage of £9,059. The 169,301 teachers that fall into this category include 169,301 classroom teachers and 1,481 deputy heads.

It adds that 24 per cent of classroom teachers currently earn less than the average manual worker wage of April 1984 - which was £7,940. "On the basis of the evidence that 41 per cent of Scale One and 54.5 per cent of Scale Two teachers are trapped at the top of their scale, the average manual wage would now be £8,536," it continues. "This means that 115,904 teachers are now probably earning less than the average manual wage."

The NUT goes on to point out that the latest group of workers to pull ahead of teachers, with their average salaries as drivers (£193.20 a week) and printing machine minders (£190).

Hot on the teachers' heels now are sea-going deck (£184) and senior local authority official (observed). "It's not just a question of teachers' pay - we have other people in the education service, providing school meals and caretaking, whose pay has also fallen far behind. It's a major problem."

Capital RIC is a complete 'offline' simulation of Prestel and other viewdata systems. It's been designed by MEP in conjunction with Prestel, CET and ISMEC.

The package allows users to mimic being 'online' without incurring any phone connection or frame charges. A sequence of menu guides users round the package which has a wide range of features.

What the words mean

Viewdata is a computer-based system which presents information in the form of pages or frames, displayed on a television screen. Frames are indexed from one number and can be selected at random. The number of frames is limited only by the computer's storage system.

British Telecom's national viewdata service, it is based on a large computer system storing over 300,000 pages. To use Prestel you need a telephone, a microcomputer and a modem which allows the two computers to 'talk' to each other down the phone line.

Signs of The Times

Schools are beginning to find an increasingly attractive range of resources available for delivery down a telephone line or tv aerial cable. The services available from the broadcasters will be looked at in a subsequent page; here we cover Prestel and take a glance at the more recently established Times Network for Schools (TNS).

It will be some time before teachers are able to say what uses they have found for TNS. But there's a feeling around that it will be having a profound effect.

What is it and what does it do? In a nutshell the network will allow anyone with a microcomputer and a modem (a gadget that allows the micro to 'talk' down a phone line) to have access to a very powerful central computer.

A user can search the central computer's files for resources related to a variety of curriculum areas; receive computer software for use on their own machines; get careers advice; pose questions to scientists on a round-the-world expedition; and more.

A network of education liaison committees have been set up to advise on the best way to include generally available material.

Because of the structure of the network users can leave messages for one another. This electronic mail system is attractive to many groups of people and the applications of such a system are extensive.

Local databases can also be created. Derbyshire has already compiled one that includes details of local library facilities, theatre programmes, software, parish pump information, and so on. This material is only available to schools in Derbyshire.

Of course, in-service training is needed if teachers are to make effective use of the network and MEP has been cooperating with this through its CAIS domain co-ordinators.

It's still early to say exactly how schools are using TNS but we will bring you a classroom report soon.

MicroViewdata is a complete 'offline' simulation of Prestel and other viewdata systems. It's been designed by MEP in conjunction with Prestel, CET and ISMEC.

The package allows users to mimic being 'online' without incurring any phone connection or frame charges. A sequence of menu guides users round the package which has a wide range of features.

Frames can be freely designed, amended or deleted and copied between local databases or transferred from Prestel itself. All the features of a commercial viewdata system are included. There's even an undo command if you make a mistake!

An information frame-up

Judith Askey explains how viewdata can encourage a disciplined approach to information handling

We have had Prestel in the school library since September 1983. From the start we have been investigating the role of Prestel in the curriculum: its strengths, its weaknesses, and cost effective ways of using it.

Most importantly we have focussed on its value as a pupil-centred learning medium as opposed to being a 'teaching tool'.

So how can Prestel be used in the curriculum. We have found five different related uses:

- as a source of information
- as a medium for learning
- as a means of communication
- as an example of IT used in the real world
- as a source of computer software.

We have found that the best place for Prestel is in the school library under the management of the school librarian. This means that it is centrally located, allowing freedom of access at all times and to all departments.

If Prestel is placed in the computer lab it is not readily accessible and its use is likely to be restricted to the least important of the five uses above (the last two). In which case it is almost certainly being used out of the context for which it was designed - as an information service.

As a medium for learning we have used Prestel as a means of illustrating a lesson, just as one would use a video or slides, as an interactive medium to explore a subject, questioning pupils' attitudes and viewpoints, fostering discussion and debate; and to provide another opportunity to verify and refine a written topic.

We have also used Prestel as an introduction to the concept of using viewdata as a communications medium and to help pupils learn information management skills.

We have had two major projects. In the first pupils were the designers, authors, editors and publishers of information and in the second they were the end users.

First, using viewdata to create a community information database. This was designed to provide a source of local information. Ten pupils, working for six periods per week over half a term, were involved.

Two members of staff, the librarian and special needs teacher, worked together creating a team which ensured that the skills acquired are applicable across the curriculum.

One of the most important steps in the whole exercise was the creation of a flowchart through the database. Pupils gathered together to produce one, discussing the headings and the sort of information which would be useful to people in their daily lives.

They worked in pairs and collected information from a variety of sources: print, non-print, Prestel, human, within the school, in the town. They wrote letters, made phone calls, carried out interviews. Both the MP and the Mayor were highly informative and valuable sources.

Throughout the production of the database, as it grew in complexity, it became increasingly difficult for the two members of staff to follow a pupil's progress. This meant that pupils had to keep records of what they'd done, frames completed, routings to be set up, sources of information used and further tasks.

Because of the limitations of the medium the pupils automatically began to use the information handling techniques set out as nine question-steps in the Schools' Council Curriculum Bulletin 9 (cf review of Informatters).

The creation of the database fostered a great deal of co-operation, discussion and debate, which continued throughout the entire process.



Pupils at Houghton Regis Upper School work together on a viewdata project (Picture courtesy of British Telecom)

What were the benefits to the pupils? We noticed that levels of concentration rose. Pupils worked intensively for two hour stretches. Attendance levels rose, to 100 per cent! They worked cooperatively, were able to accept criticism (it's the screen and not the pupil which receives the criticism), were highly motivated, and totally committed (they came back at every opportunity to work).

In the second project, finding and using information, the whole of the third year were involved, with their teachers. The aim was to understand the role and value of community information.

Pupils had to employ the full range of information handling skills, with the emphasis on knowing where to find information, interpreting information sources, like DHSS booklets and discriminating between useful and biased information in newspapers and magazines.

Prestel was used live (incurring charges) for this course, together with a non-connected viewdata system of travel advice compiled from Prestel. Because of the Prestel connect time charges pupils appreciated the need to plan their line of enquiry before connecting so as to reduce costs.

The finished local community information database was used alongside the printed booklets and pamphlets available in the school library.

What value have we found in using the medium of viewdata? It fosters autonomy and flexible learning, allowing pupils the freedom to develop and manage their own learning process.

In Prestel we have a valuable information resource. But it costs money and we can ill afford to take on an expensive teaching tool at a time of severe cutbacks in capitulation if we don't use it effectively. We must appreciate the diversity of Prestel and the fact that information is a valuable commodity that has to be paid for.

If we don't provide Prestel in the school library we deny access to information, and the opportunity to acquire the skills for using computer based information, to those pupils whose families can't pay.

We found Prestel to be a five in one learning medium which can be used effectively in the acquisition, enrichment and reinforcement of certain concepts, attitudes, values, experiences and skills in the curriculum.

(Judith Askey is librarian at Houghton Regis Upper School, Bedfordshire.)

Information systems (CAIS) domain has recently produced a set of inset workshops called Informatters.

Informatters is a pack of ten workshop booklets with a disc of software. It's been edited and partly written by Gwen Gawthorpe and Ann Irving (another of the Dorking dozen but more relevantly, a national inset co-ordinator for the MEP CAIS domain).

Three of the workshops are new and the others have been adapted and collected together as a convenient source of training for advisers, teachers and librarians - and many of the workshops could be incorporated into other courses that they may be giving.

The booklets contain OHP full masters, software notes and activity, briefing sheets, etc. The software is a collection of data files for Edword, Edfax, Facfile and Inform and it is assumed that these common programs will be available to you.

The booklets are larded with excellent bibliographical detail (as you would expect from Ann Irving) and there are plenty of suggestions of where additional help can be obtained.

But we must have been ahead of our time because now I can hardly go to a conference without someone earnestly waving it to the audience and producing an OHP full of the booklet's nine steps that need to be considered in "finding out."

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Sir Keith in need of some adult education

by Diane Spencer

Sir Keith Joseph last week tried to reassure adult educationists that the Government was taking their service very seriously.

Addressing the annual conference of the National Institute for Adult Continuing Education (NIACE) in Guildford he said the past three years had been years of change, but not of decay.

"I am not sure why the hymn writer apparently thought the two should go together but at all events I would vigorously repudiate any suggestion that the Government's policies have been designed to bring about the conjunction," the Education Secretary said.

Sir Keith, who recently took over the adult education portfolio from Mr Peter Brooke, his junior minister, said he had come to listen and learn. And he soon demonstrated gaps in his knowledge.

During questions his audience were astonished to discover that he did not know the service was involved in outreach work with unemployed and disadvantaged people and in family education.

He was replying to Mr Bill Hughes of the Workers' Educational Association (WEA) who was protesting that the fabric of adult education was being worn away while money was given piecemeal and short term for narrow objectives.

The Education Secretary said he admired outreach work done by schools and added that adult education should be seen as part of the story, not as a separate entity.

In his address, Sir Keith defended Government spending on adult education, pointing out that two out of twelve of the Education Support Grants were in the field of continuing education.

PICKUP (professional, industrial and commercial) updating programme courses were proving successful and delegates should have a vested interest in the programme's success. He saw no reason why vocational education and training should not co-exist peacefully with the liberal tradition of adult education.

NIACE would not, he assured them, become the DES's poodle now that it had accepted grants for planning programmes for the unemployed and for a new development unit.

"We have no wish to achieve some kind of takeover; we want a partnership, and where our priorities differ we can go our separate ways with no ill feeling on either side," he said.



Sir Keith Joseph: astonished his audience

It was the Secretary of State's day for magnanimity. He also showed a willingness to learn more about the intricate financial structure of the WEA from Mr Linden West, secretary of the Berkshire, Buckinghamshire and Oxfordshire Branch.

Sir Keith invited Mr West to a meeting after he explained that the second chance courses for underprivileged people were in danger of complete collapse if the new grant formula of effective student hours worked out by DES officials were to be implemented.

Last week was adult education's big week of the year for no sooner had NIACE ended than the WEA's biennial conference and the Educational Centres' Association conference both got under way in York.

While Sir Keith gave the WEA a little hope in his Guildford speech, there was no cheer for the ECA.

Mr Peter Brooke's decision to cut the ECA's £18,000 grant last year provoked bitter protests and lobbying from MPs on both sides of the House. But Sir Keith told NIACE "we decided that the purpose of the ECA - admirable though it is - was not one of our priorities."

To gasps of disbelief he said the scale of protest indicated widespread support which the ECA would have a chance to mobilize in the next three years when its position would be reconsidered.

At the WEA conference more than 400 delegates overwhelmingly passed an emergency resolution condemning the Government's decision to cut the grant. The resolution called for a "national campaign to limit freedom of choice, discourage quality, and reduce the amount of work with the disadvantaged."

Like NIACE, the WEA was very concerned about the narrowing of adult education's once broad and liberal tradition. The conference reiterated its commitment to support social and political education.

The conference called on the Government to provide paid educational leave (PEL) as a right for all adults. Mr David Handley, of the clerical union, APEX, urged the WEA to campaign for legislation for PEL and to guarantee right to return to jobs.

Meanwhile, the beleaguered Educational Centres' Association was accusing the Government of "huddling while Rome burns". While the Government was encouraging voluntary and statutory relationships, two centres, The Friends' Centre in Brighton and the York Educational Settlement, were facing closure because of shortage of funds.

Make it harder for boys to drop languages, schools told

by Hilary Wilce

The best way to encourage boys to continue studying modern languages up to 16 is to present them with a curriculum option system which makes it harder for them to drop out of language learning. Lively teaching and early success in languages are also crucial, according to Her Majesty's Inspectors.

The findings come from an HMI survey of 32 schools with a higher than average take-up by boys of modern languages. The object was to determine what encourages boys to study languages.

The inspectors point out that only just over a third of all pupils study a language to CSE or O level in the fifth form "and girls greatly outnumber boys to an increasing extent". In many mixed comprehensive, modern languages at sixth-form level "are the almost exclusive preserve of girls".

The schools surveyed covered a

wide range of socio-economic conditions and geographical areas.

The most crucial factor was the way the option system was presented. Of the 17 schools with the highest take-up by boys, only three offered pupils a completely free choice to either take or give up languages. The five schools where a modern language was part of the common curriculum naturally had by far the highest take-up by boys.

Supportive attitudes by the head and staff were important, the inspectors say, as should be enjoyment of the subject in the early secondary years, and experiencing success at it. Lively teaching was crucial. "Boys most enjoy oral work and other practical aspects of learning a language. They are intolerant of dull or excessively formal teaching."

This intolerance was greater for boys than for girls, the report suggests. However, boys need no special

teaching. "Contrary to widespread assumptions about their likes and dislikes they do respond to ample opportunity to hear and speak the foreign language for the purpose of real communication and are willing to be actively involved in situations which promote this."

The inspectors point out that learning a modern language was a compulsory part of secondary schooling in virtually all other European countries, and was an obvious way to channel more pupils into language learning. "In this country, however, this solution can be envisaged only as a long-term goal."

Boys and modern languages A DES report by 11M inspectors, from DES publications, Despatch Centre, Hecypot Lane, Stanmore, Middlesex HA7 1AZ.

Recruitment drive for female CDT staff urged

A national publicity and recruitment drive should be undertaken by polytechnics and colleges to draw more women into teaching craft, design and technology. The Equal Opportunities Commission (EOC) has urged this.

The report is the result of a two-year formal investigation into the chronic shortage of women in this area, and it makes recommendations not only to the training institutions but to local authorities, the Department of Education and Science, schools and examination boards.

A formal investigation is one of the smallest areas in the Commission's remit. Under it, people and institutions must provide any information requested, although findings can only result in recommendations.

The investigation stemmed from a 1982 inquiry into why so few girls pursue CDT. The lack of women CDT teachers, and the negative effect this had on girls' perceptions of the subject, emerged as a key factor.

Among the recommendations to training institutions are that they should encourage women studying design-related degree courses, such as industrial design, to think about teacher training in CDT, and that they should also consider offering broad-



CDT syllabuses should reflect girls' interests as well as boys'

based BSED courses which would delay subject specialisation and offer students a general introduction to technology.

A part-time extended retraining course would attract not only practising women teachers, but also women returning to the profession from a "baby break", the report suggests. But retraining courses must be advertised in places - libraries and local newspapers - where women at home will see them.

All primary and middle school trainee teachers should be offered some CDT training, and the chance to take it as a main or secondary subject, the investigation concludes, and all future teachers should spend some time considering the topic "girls in CDT".

Local authorities are urged to offer careers teachers in-service training on girls and CDT, to delegate a new teacher to give girl pupils encouragement, and to promote curriculum development. Visits to schools by women engineers and technologists

should be encouraged, and steps taken to provide women teachers with basic CDT knowledge and skills.

The Department of Education and Science is asked to give a stronger lead in encouraging more women, by providing suitable literature and considering alternative training strategies.

The report points out that there are only 23 CDT teacher training institutions in the country, leaving large areas without courses. Locally-based pre-experience courses, a modular approach to training, shortened day courses and distance learning should all be considered, the report suggests.

Schools at every level are asked to encourage girls in CDT, while examination boards are urged to ensure that their syllabuses and papers reflect girls' interests as well as boys'.

The investigation was conducted by two equally commissioned, Baroness Plot of Witley, chairman of the EOC, and Mr Michael Giller, director of the Engineering Employers' Association.

Teachers regard science as less important for girls

Science education is far more important for boys than for girls, according to science teachers.

A survey of 62 science teachers from 9 comprehensive schools in southern England showed that 2 out of 3 thought science qualifications were very important for boys; but only 1 in 3 felt the same was true for girl pupils. This view was held by both male and female teachers.

Similar attitudes were found among teachers of all subjects. In a survey of 67 from three schools, although the differences were not as marked as among science teachers.

Ms Margaret Goddard Spear, who conducted the research while based at the Open University's Institute of Educational Technology, presented her findings last week to an international conference on girls and science and technology.

She told the 195 teachers had also rated the importance of science

attitudes were the result of both the realities of the job market, and a reflection of attitudes prevailing in society at large, she said.

In a paper to the third international Girls and Science and Technology conference at Kingston Polytechnic she said that science teachers probably underestimated the importance of science for girls compared with their parents.

A survey of the subjects parents wanted their children to continue had shown that parents rated physics third after English and maths, for girls, and thought it a more important subject for girls than boys.

"Science teachers believe that science subjects are much more important for boys than girls, then they are likely to encourage boys to continue their science subjects, but not be too perturbed when girls decide to drop science."

About 100 participants from 20 countries attended the conference.

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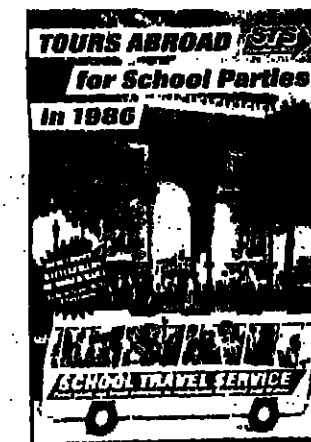
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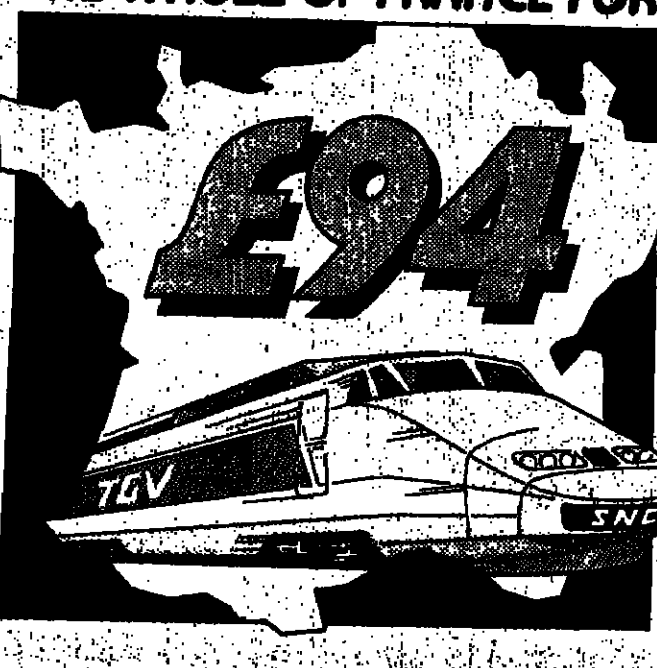
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Bert Lodge talks to Ted Pinney who provoked a '1984' outcry by opposing CND badges in school

'Big Brother' with a Pickwickian twinkle

Sent many a mile through pasture-green England to reach a Tory education chairman never defeated in 40 years of politics, the reporter is rifling through his packet of stereotypes before the train gets to Exeter St David's.

It's got to be a Colonel Blimp. After all, wasn't he all over the papers at Easter 'ordering' teachers to take off their CND badges? What a gift of a hate figure for the conference rostrums...

Encountered by chance in the corridors of Devon County Hall, Ted Pinney does not quite fit into the already-selected frame: big-shouldered yet dapper, at 67, silver-haired above the ears, yet neither whiskery nor puce nor puffily enough for one of Sassoon's 'scarlet majors of the base'.

Indeed, he never was a military man. He failed the medicals for first the Navy then the RAF so had to settle for the Observer Corps by night, and keeping the family building business going by day. Must have been a bit disappointing for a man whose forebears landed with the Duke of Monmouth at Lyme Regis, a few miles down the coast from the ancestral home of Aldrich's first schoolmaster.

He is captured in a sketch on the wall. Mr. Pinney explains, with a Pickwickian twinkle that "somebody must have greased somebody's palm". Seeking further fortune, they sailed westwards and a Pinney Bay can be

found on maps of the West Indies. But back to this badge row. Ted Pinney insists that there never was an order, and produces the education committee minutes to prove it. "It was a request - that while in school teachers should be careful not to advertise their adherence to any one political party nor to any organization which is in the public mind associated with any one party".

He adds: "Call it a statement of expectation".

'Anybody parading about with "Peace through NATO" on their chest would get the same treatment'

expectation", and the twinkle hovers again but is sternly suppressed by political discretion. "CND is highly contentious. Some parents feel very strongly about it. Look at this letter" and he produces a complaint from a parent about the number and prominence of badges she found when visiting her child's school.

He is not a man to be taken in by professional impartiality. "I can assure you that if it was anybody parading about with 'Peace through NATO' on their chest they would get exactly the same treatment."

Some Devon teachers would need



Ted Pinney... "Call it a statement of expectation"

some convincing of that. Moving a resolution of protest at the National Union of Teachers conference in Scarborough one of them talked of 1984 and an Orwellian nightmare in Devon. His second issued a warning that "if it's us today it will be you tomorrow".

Yet there are 70-year-olds in Sidmouth who can remember when Ted Pinney was a Liberal (and many much younger when he was an Independent). And he's careful to make the occasional liberal self-reflection.

Referring to a spot of controversy over CND in schools in the county nearly three years ago when it was decided the topic would be allowed only as part of political education, he says: "I was responsible for Devon accepting there should be political education in schools. That was in my first year as chairman."

The timing of this latest row could hardly have been worse, providing as it did ammunition for many a multi-badged lapel at both of the big teacher

conferences.

Ted Pinney was actually welcoming delegates of the National Association of Schoolmasters/Union of Women Teachers to Torquay when the matter was broadcast and there was an immediate motion to withdraw his welcome. One delegate, a four-badger from Manchester, was lyrically indignant about teachers being treated as lackeys.

But Mr Pinney found some sympathy where he might least have expected it. Mr Fred Smithies, the union general secretary, refrained from the black or white stance of many of his members. In his opinion there was a qualitative difference between a big, prominent badge which amounted to preaching, and a small, discreet emblem signifying personal affiliation.

So Mr Pinney salvaged something, but nothing like enough for a teacher's employer who had gone along to the conference to support their demand for higher salaries. On yes, the liberal

takes over again. "The teachers have a case and I was the first among the employers to say so back in December and early January. Mind you, I think they are wrong to be taking strike action. It's a mistake to lead the teachers. But I feel more sorry than anger at what's happening."

He says he believes in supporting teachers. "There is no better pupil-teacher ratio anywhere in the South-west than in Devon." And hinged to that: "We were the first authority to go in for curriculum-led staffing."

He maintains there have been so cuts, only "money shifted around. We are still 7 per cent in real terms above what we started with. I persuaded the committee that chulk and talk were really the most important things. Well, a master builder who can say that with a professor of education just a few feet from him down the committee table cannot be accused of lacking political confidence."



George Tolley

MSC team to look at Welsh exams lead

The review group set up by the Government to sort out the tangle of vocational qualifications is to try to link them with the new practical versions of O and A levels being pioneered in Wales. It is understood that the group will try to persuade the English examining boards to introduce similar syllabuses.

The Manpower Services Commission's leading trouble-shooter has been given the job of running the review, which aims to promote a single integrated structure of technical and vocational certification.

Next week the Commission will announce the names of those to be in the working group from industry and education which will carry out the task. Among them will be Dr George Tolley who became the chief officer.

Dr Tolley, a former director of Sheffield Poly and for a time chairman of the Further Education Unit, was first brought into the MSC to launch its prestigious Open Tech programme, and then asked to tackle the formidable problems of improving the quality of the Youth Training Scheme.

The Employment Secretary has already chosen a chairman for the working group - Oscar de Ville, a top executive from the electrical manufacturing industry. The other members have been drawn from the FE examining and validating bodies, the employers, and the unions.

The group, which has been given a year to complete its work, has been told to concentrate initially on qualifications for the Youth Training Scheme and to produce an interim report by September.

Its approach will be to get employers to spell out what "competencies" - the tested ability to perform specific tasks - require, and then to try to persuade the examining bodies to build these into existing certificates.

The hope is that the training on the two-year YTS will thus be able to undertake a realistic training based on industry's practical activities and requirements, and have it certified by a recognized qualification as well as the MSC's own certificate.

Dr Tolley hopes that the review will be able to go even further and persuade the school boards to produce O and A level examinations which will accept modules learned on the YTS as part of their assessment.

This would be an extension of the approach already being adopted by the Welsh 'Yrdd' Education Committee, whose new modular format of O and A levels is being designed to assess practical learning by technical and vocational education initiative pupils in schools and colleges.

SCHOOL TO WORK

College control: i.e.a.s' renewed hope

Local authorities believe they can still win the battle to keep control of the work of their colleges despite their dependence on funds from the Manpower Services Commission.

They feel that the Commission and the Government cannot ignore the mounting evidence that training and vocational education are likely to suffer from any attempts to interfere with local college operations.

The authorities have been encouraged by the pragmatic approach of the MSC's chairman, Mr Bryan Nicholson - appointed after ministers and Lord Young, his predecessor, had decided on the college funding takeover - who has been making an extensive tour of FE establishments.

At the same time the over-zealous Commission officials who last year began to work out detailed proposals for controlling every aspect of the colleges' work-related courses have been replaced.

The special unit originally set up to control the colleges has been disbanded and the links with FE have simply become part of the work of the new training development branch.

This is headed, not by a career bureaucrat, but by Mr Ian Randall, the MSC's former assistant director for Scotland, who is a training expert recruited from industry.

Meanwhile, analysis began this week of a survey which is hoped will add formidably to the local authorities' case. In one of the biggest exercises of this sort ever carried out in further education, more than 160 colleges have supplied extensive details of the way they are identifying and meeting the needs of industry and commerce in their areas.

The survey is being carried out by a team of senior education staff from Association of Metropolitan Authorities i.e.a.s and outside experts headed by Mr Jackson Hall, Sunderland's director of education.

It is concentrating on three specific fields - catering, construction, and computer studies - so as to be able to study the colleges' operations in great detail.

The AMA is expecting that the survey will demonstrate how close and up to date are the links between most colleges - certainly those in the cities and towns - and employers, and that college staff are good at establishing the real current training needs of the communities they serve.

The association also hopes that it will provide convincing evidence that the colleges have adjusted their provision effectively and imaginatively to meet those needs, and that there has been the necessary staff flexibility.

If the analysis bears out these hopes, the AMA is likely to mount a vigorous counter-offensive against the Government's accusations, made in last year's training White paper, to justify handing over control of funding to the

The AMA's sample study of colleges found:

- Up-to-date and relevant course provision;
- Prompt and flexible delivery of individual packages;
- Tailoring courses to individual employer needs;
- The design, development and implementation of robotics and electronics in action;
- Updating of materials and equipment;
- Flexible staffing arrangements and college calendars;
- Cross-college and cross-authority co-ordination;
- Identification of short and long-term market needs and current and prospective skill requirements;
- Cost effectiveness and high value for money;
- Interaction with many agencies "in a complex and turbulent environment";
- The translation of industrial support needs into action;
- Redevelopment of staffing and resource needs; and
- Flexible course construction and administration.

MSC, that the colleges are out of touch and provide the wrong courses.

The association will argue in the discussions now taking place with the

Some backing for this view has been provided by a study already being carried out by the Jackson Hall group, which concentrated on eight sample authorities.

The study looked closely at how colleges were meeting different kinds of need from provision for redundant steel workers and small businesses to off-shore sea survival and robotics.

The report, published last week, claimed that the case studies demonstrated the very characteristics sought in the White Paper. They indicated that local authorities and their colleges currently maintained elaborate networks with politicians, industrialists, professional administrators, public sector planners, and others.

The report asks a question which the local authority leaders are likely to repeat in their attempts to turn the tables on the Government: "The colleges and the local authorities are obliged to bring together a wide range of interests... should it not be the framework for cooperation and coordination at national level which is the major focus for renewal and simplification?"

Edited by Mark Jackson

Appeals procedure for suspensions urged

Education authorities should set up special sub-committees to deal with appeals against suspensions, from school, the Advisory Centre for Education says in a discussion paper.

ACE says it deals with a large number of suspension cases each year and is concerned at the lack of a clear code of practice in the majority of i.e.a.s.

It calls on authorities to establish a new appeal procedure using committees like those set up under the 1980 Education Act to hear school allocation appeals, and with a similar power to make binding decisions.

Governors should also play a more active part in devising policies for internal solutions to problems caused by disruptive pupils, and in monitoring their schools' disciplinary procedures.

ACE believes that governors face a

conflict of interest when dealing with suspension appeals as they, together with heads, develop the disciplinary philosophy of the school. "It is unreasonable, therefore, to expect governors to oppose the judgement of the head and staff, no matter how flawed it may have been."

Instead, governors should ensure that the school meets the individual needs of each pupil. They should look at the causes of conflict, not just get rid of a troublesome pupil. And they should review the school's efforts to involve parents and pupils in discussions about their problems.

The discussion document, "Suspension: proposals for a fairer system", is being circulated to all education authorities in England and Wales, the Education Secretary and the chairman of the Commission for Racial Equality.

White Paper's 'Philistine' line on quality attacked

The Government has been accused of basing the aims of its recent White Paper, *Teaching Quality*, on "ulterior motives".

According to the latest Bedford Way paper from the London University Institute of Education, the White Paper, published in 1983, while pretending to be about raising standards, is really a political document spelling out the cheapest solutions for state education.

Miss Frances Slater, reader in education at the institute, adds: "The paper is too narrow in its vision, too limited in its concepts, too sparing in its resource allocation and too philistine in its view of a people-based human understanding of anything."

It is, she says, "a substantial teaching quality in a changing world."

Other contributors to the booklet, the 22nd in the Bedford Way series, find the Government's document a prescription for more central control, education, more about quality control in a production line, sense than the very human business of pedagogy and of portraying the aims of education as no more than instrumental functions.

This in-service training model adopted is disappointingly narrow and the assumption is challenged that a teacher's qualifications must reflect in school must be closely matched to the

Even the control mechanisms suggested in the White Paper are questionable, Miss Slater says. She doubts that teachers interviewing applicants for teacher training will do the job any better than college lecturers. And the emphasis on selection as a quality control mechanism seems somewhat misplaced. "How can teachers be selected at interview before they have gone through the courses designed for their learning and development?"

Professor Colin Lacey, Sussex University, argues that the White Paper's over-reliance on extending control over teachers can only lead to more bureaucracy and that in turn to less once upon a time, you were either a head teacher or a class teacher. Now there is a hierarchy of grades bringing with it more bureaucracy.

The White Paper clearly seeks to develop yet other characteristics of elitism, more restricting and controlling rules and increased imperiousness, he says.

Teaching Quality shows no evidence of Government interest in pedagogy and the pupils and its relation to learning, says Miss Margaret Meek, of the Institute of Education, London.

The quality controllers: a critique of the White Paper, *Teaching Quality*, Bedford Way papers, 22. Heinemann Educational Books, The Windmill Press, Kingswood, Tadworth, Surrey, 42s.

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Japan and France are both facing deep-seated difficulties as they attempt to boost language teaching

'Better at languages' canard exposed

FRANCE

The general belief that modern language teaching is better organized on the Continent than in the United Kingdom has received a sharp knock with the publication of two reports which are highly critical of the French system.

The satirical weekly, *Le Canard Enchaîné*, devoted its April dossier to an examination of the French school system and reached some depressing conclusions about the state of modern language teaching. It recalled that a 1981 report had revealed that 99 per cent of French secondary school children were incapable of making up a sentence in a foreign language and were unable to read an article in a foreign newspaper or to hold a conversation with a foreign child of their own age.

For the *Canard*, this state of affairs - which has not changed since 1981 - is due to a number of factors:

- the small number of hours devoted to the teaching of modern languages;
- the failure to increase significantly the provision for language teaching in infant schools; and
- confusion among the teachers themselves concerning methodology, particularly in the application of audio-visual techniques.

The March edition of the French Education Ministry's Information sheet, the *Cahiers de l'Éducation Nationale*, comes to the same conclusions as the *Canard* but puts the blame squarely on education policy in the 1960s. It was in this period, it notes, that the number of hours devoted to modern languages teaching secondary schools was drastically reduced and that the examination of competence in a foreign language was virtually eliminated from the final leaving examination, the *baccalauréat*.

Both reports single out the domina-

tion of English, to the virtual exclusion of any other modern language. According to the Ministry's own statistics, 82 per cent of French secondary children take English as a first foreign language, with the remaining 18 per cent opting for it as a second choice. Its nearest rival, far behind, is Spanish, with 41 per cent of pupils taking it as a second foreign language, although the *Canard* detects a rise of interest in German, not for practical purposes, but as a replacement for Latin as an indicator of general intellectual capabilities.

The combination of poor language ability and the dominance of English by no means suits the high technology, international marketing style of the present Socialist Government and, in particular, its Education Minister, M. Jean-Pierre Chevènement.

At the *ExpoLangues* exhibition in Paris in February he pointed out that even American businessmen were beginning to learn other foreign languages. In order for France to compete in world markets, it was necessary to lose the obsession with English and to make the teaching of at least two foreign languages compulsory.

However, as the Ministry recognizes, with the nation-wide system of school timetabling, it is impossible at the moment to allocate more hours for modern language teaching. If there is to be any expansion it must come for the time being in the form of extracurricular activities and vacation courses abroad or through the streaming of particularly bright pupils: another example of the reigning ethos of "Republican elitism".

Nicholas Hewitt



The new language lab at Toyota Upper High School, Aichi prefecture.

'English mongers' wanted

JAPAN

Japan's impressive education system which can take credit for producing so many talented scientists, mathematicians and engineers is now looking for new ideas to improve the quality of its much-criticized foreign language teaching.

Even the Japanese themselves will admit that they are rather poor linguists. English, the principal foreign language studied in Japanese schools and universities, is taught for around three hours a week over a period of 6 to 10 years yet many students graduate from school and universities virtually unable to speak or understand comprehensible English.

Most observers see the problem as stemming from Japan's system of university entrance examinations. Language teachers, under great pressure to get their pupils through the compulsory foreign language component of

these all-important exams, allocate most of their teaching time and efforts into perfecting only the reading and writing abilities tested by the exams. The absence of an oral examination ensures that very little attention is paid to speaking English.

A move to introduce oral tests in universities' entrance exams has begun, in a small way, in a few private universities. Whether such moves can be replicated at a national level with the more prestigious state universities is highly debatable.

A more acceptable strategy being adopted by some boards of education, with encouragement from the Ministry of Education in Tokyo, is that of providing high schools with modern, purpose-built language laboratories.

John Greenlees

Joke lands pupil in court case

UNITED STATES

Bill Norris on a suggestive speech that went wrong

When Matthew Fraser made a speech supporting one of his friends for election to student office back in April 1983, he little guessed that the outcome would be a hearing before the United States Ninth Circuit Court of Appeals in defence of his rights under the First Amendment.

But Fraser, a pupil at Bethel High School in Washington state, has been fighting for those rights ever since that speech got him suspended from school. Now the case may have to go before the Supreme Court.

The cause of the furor is the allegation that the speech used sexual innuendo. This is what he said:

"I know a man who is firm - he's firm in his pants, he's firm in his shirt, his character is firm - but most of all, his belief in you, the students of Bethel is firm. Jeff Kuhlman is a man who takes his point and pounds it in... he doesn't attack things in spurts... he drives hard, pushing and pushing until finally he succeeds. Jeff is a man who will go to the very end - even the climax, for each and every one of you."

Officials of Bethel school district said the speech was indecent and had a disruptive effect on the educational process. The school has a rule which says that students can be disciplined for using obscene, profane language or gestures, and under that rule Matthew Fraser was suspended for three days. His name was also removed from a previously approved list of candidates on the ballot for graduation speaker.

Fraser and his father sued, claiming that the school had violated his constitutional rights. The district court agreed, and awarded him \$278 (£220) in damages, plus legal costs of \$12,750 (£10,120). But the school district appealed against the decision.

The Ninth Circuit, by a majority of two to one, has now upheld Matthew Fraser's claim. Judge William Norris said that although a student's rights of free speech were not absolute, the First Amendment protected him from punishment by school officials as long as his speech was not obscene or disruptive. "Freedom to be different in our individual manner of expression is a core constitutional value," said Judge Norris.

"Government officials, including public school administrators, should not be permitted to use their power to control individual self-expression."

In a minority opinion, Judge Eugene Wright disagreed. The court decision, he said, "improperly usurps the authority of school officials to maintain and enforce minimum standards of decorum in the public schools. Given the important nature of the high school environment, school authorities have a right and a duty to condemn language that falls below the minimum standards of decency expected in the local community."

Second thought on privilege

Should it be to review recent constitutional education policies, including a scheme which gives preference to the children of executive mothers for places in the school?

Mr. Larry Papp, the Education Minister, made the announcement at a gathering of school heads. He said that giving public representation towards the scheme had made the policy review necessary.

The scheme, which is being considered by the Government's social mobility committee, is to give priority to the children of executive mothers for places in the school.

Schools resist unpopular budget

CANADA

Les McLean on the furor over education cuts in British Columbia

Education in British Columbia is in turmoil as the support of the provincial government, which funds education, continues to decline.

Vancouver high school students took to the streets earlier in the year to protest against large classes and spending cuts.

"We have 48 people in a class and we have no school supplies. It is just getting to be a bad joke," one student said.

Parents held a large protest meeting in February, and in early March the elected school councillors voted overwhelmingly at an emergency meeting to back local boards that refuse to comply with the government's budget guidelines.

The government is taking stern measures against those that refuse to cooperate. One local authority exceeded its £33.8 million budget by £430,000 (1.3 per cent) and was promptly fined £200,000 and ordered to pay the fine and the deficit from next year's budget. The elected board members are considering selling two schools to make ends meet, since the situation is still getting worse.

In mid-March the government announced more cuts in education, health and other social services to pay for an ambitious road and bridge construction programme and reductions in corporation and small business taxes. At the same time plans for a lavish world fair, EXPO 86, are well advanced.

British Columbians agree there is an economic problem but are split on ways to deal it. One of the difficulties is that income from the mining and forest sector, the mainstay of the province's



Travel

Teaching kit in bribe row

AUSTRALIA

In Queensland, the Conservative government has accused the Australian Human Rights Commission, a federal watchdog body, of bribing teachers and schools to use a human rights teaching kit.

Mr. Lyn Powell, Queensland Minister for Education, has described the kit as "nefarious rubbish". The commission wants the kit, which looks at issues such as the law, citizenship and discrimination, introduced into schools across Australia as part of the curriculum. To that end, it placed advertisements in leading newspapers offering up to \$A,500 (£259) for teachers and \$A1,000 for schools which took up the kit.

Mr. Powell said that this represents a bribe. "I have no intention of allowing a federal agency the right to bribe Queensland teachers into using non-approved material which I am advised by senior officers of the Education Department is nothing but nefarious rubbish," he said.

He said the curriculum in schools was already "full enough without carrying on with a lot of side issues and fringe ideas", and warned all teachers and schools in the state against accepting the commission's offer of money, or using the kit, if he said the kit was unacceptable for Queensland schools because it could give students the impression that "the type of lifestyle followed by the majority of people was wrong".

"As far as I am concerned there is no discrimination in Queensland schools and anybody who ever or whenever they are, who has the ability to do well, will do well."

The chairman of the commission, Dame Roma Mitchell, a highly respected jurist and academic, had the expected rebuttal. She said she was not a bribe taker. She said she was not a bribe taker. She said she was not a bribe taker.

The money offer in the advertisement was designed to help schools defray the cost of introducing the kit and to compensate teachers for any extra preparation, assessment and reporting work associated with its use.

The amount of money offered to teachers was £100 (£100) and to schools £1,000 (£1,000).

End of term report.

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HUDDERSFIELD POLYTECHNIC

The temptations held out to physics teachers

Sir - In Neil Straker's otherwise sound analysis of the deteriorating teacher supply situation facing mathematics education (TES, April 5), he is dangerously sanguine about the ability of schools to cope with the even more acute deterioration affecting the number of physics teachers not only being trained but also being retained in the profession.

Good physics teachers leaving the profession, partly through disillusionment, but also because they are being made offers from outside they can't afford to refuse, are a fact. Ironically it is just those young teachers with the microelectronic, technological and computing backgrounds which the MEP project has been trying to develop, who are most likely to leave.

Beyond this it would appear that TVEI schemes have recruited a disproportionate number of teachers who have previously taught physics. The attractions are obvious: higher salary, new career possibilities, better apparatus provision, more and better technical help and often it would appear, unbelievably small teaching groups. The further development of sixth form and tertiary colleges will also have a significant effect on the number of physicists teaching 11 to 16-year-olds. These are two reasons why schools appear, at the present time, to have a higher number of vacancies for new physics teachers than for many years. Indeed, headteachers ringing in to training establishments are often desperate, not for next September, but for now. Recruitment of the current output of PGCE physics students has been so brisk that it is doubtful if any head putting in an advertisement now has any chance of filling the post with the calibre of person required.

Furthermore, it is already clear, as Neil Straker points out, that the situation next year will be far worse, with numbers somewhere between a half and two-thirds this year's, with even less of the quality everyone believes desirable.

All of this is happening at a time when, despite falling rolls, the demand for physics is increasing. Whereas the demand for mathematics teachers must follow demographic trends, physics as an option can, and is, bucking those trends. It is also government policy to massively increase the amount of science taught. If physics is to survive in this expansion - and it is fairly obvious that it is physics which is really the underlying requirement of this policy - then a quantum leap in recruitment of physicists will be necessary before it can be implemented in any way acceptable to either industry or further and higher education.

It is therefore, vital to recognize that however bad the situation is for mathematics, for physics it is worse. Indeed, one could argue that the problems facing mathematics relate largely to the excessive time given to that subject in many schools. A reduction of 20 per cent - from five periods a week to four periods a week - would change the supply situation facing mathematics overnight. Do we really have any evidence mathematics needs all the time it gets?

If, however, we accept that the deteriorating supply of mathematics teachers is causing a crisis then the deteriorating supply of physics teachers is on the verge of causing a catastrophe. The sad thing is that many of us who have, in the past, been able to talk positively to physics undergraduates about careers in teaching, no longer feel able to do so. After all, we wouldn't want our own children to do it, would we?

BRYAN R CHAPMAN
Centre for Studies
In Science and
Mathematics Education
University of Leeds

Abandoning ship

Sir - Ruth Freedman ("Baling out", TES, April 5) has joined that large group of people (administrators, governors, politicians, teachers, teacher trainers) who earn their living from the maintained system while at the same time buying their children's education elsewhere. She claims that the reasons for her doing so are: the ability to "influence the kind of education their children receive and the smaller, smaller, classes they will benefit from in private schools."

Why has the state system been allowed to deteriorate? Ruth Freedman asks. There are two reasons. First, it is now part of Government policy to privatize this part of our public service. This is achieved by (a) systematically impoverishing the maintained sector so as to drive parents into the private one and (b) heavily subsidizing the private sector so as to make this transfer possible.

Secondly, the maintained system has been allowed to deteriorate because people like Ruth Freedman, and those with the power, the authority and the professional knowledge to stop this deterioration, have taken their children from it and are thus prepared to treat it as a second-class service for those of others.

PROFESSOR RICHARD PRING
School of Education,
University of Exeter



Grandparents may be the ideal people to hear children read

Lend an ear

Sir - The current debate on parental/non-qualified involvement in schools (TES, April 12) seems to disregard how the best learning takes place. This is through play and non-compulsion and is a two-way process where both parties are teacher and learner. Therefore the classroom teacher should not be viewed as the ultimate expert but one who can facilitate experimentation, fun, problem solving, discussion and so on.

Indeed, an illiterate grandmother may be an ideal person to hear children read - she may have warmth, a love of books and their pictures and a liking for children. She may not give instruction or specific help but she could facilitate learning.

Education is about opening people's minds using whatever resources are available, "qualified" teachers have only been with us for 100 years or so. Therefore let us not deny the other adults an opportunity to help the process. Education is for all to share.

PETER DIEKHORN
Team Leader
Cumbria Special Needs Service

Woo the public

Sir - I should like to echo Jim Eldridge's view that teachers must find forms of action that will be supported by the public while embarrassing the Government (Letters, TES, April 12). Striker's action, especially when the different unions cannot yet agree on what they want, is only cutting off our noses to spite our faces. Our jobs are made more difficult on the children's behalf and parents and trade unions are desperate to support us. We are being used as a scapegoat for the Government's failure to provide the resources which we need. As a result, we are being used as a scapegoat for the Government's failure to provide the resources which we need.

I am also a disappointed member of the head of department and head of school. I am disappointed that the Government is not doing enough to support us. I am disappointed that the Government is not doing enough to support us.

KEITH SCHWIMMER
Manchester University Conservative Association

Other extremes

Sir - I read with dismay Paul Flaherty's article on "extremism among conservative students" (TES, March 29). Lack of space prevents me from answering all the allegations in the article, but I will refute the main statements.

The Federation of Conservative Students does not want to "smash NUS" as Mr Woolas claims, but simply end the present system of compulsory membership. The NUS conference does not "represent 1.25 million students" because 90 per cent of students do not vote in the elections for conference delegations.

Mr Woolas' claims FCS seeks to "disrupt" NUS conference, but at the December conference FCS delegates were just shouted down when they tried to speak, and physically intimidated afterwards.

The other claims about FCS are unsubstantiated, and are just a mix of "the Left" and "the Right" to discredit a "Thatcherite" Conservative body.

KEITH SCHWIMMER
Manchester University Conservative Association

Limitations of Honeyford interpretation of 'multi-ethnic'

Sir - I write as one with no connections with Bradford or Drummond middle school to protest strongly about Bert Lodge's most recent report on the "Honeyford affair" (TES, April 12).

In general, Mr Lodge's lengthy quotations from Mr Honeyford's Salisbury Review article, are in marked contrast to the scant and belittling references to the arguments of Mr Honeyford's opponents.

More seriously, certain parts of Mr Honeyford's argument appear without quotation marks, giving the impression that they are endorsed by Mr Lodge. It is intolerable that one of your reporters should even appear to dismiss "teacher prejudice and an alien curriculum" as "fashionable excuses for the comparatively poor performance of West Indian children in schools".

Mr Lodge's reference to Ms Woodward's "naïve utterances" is, of course, insulting, and comes oddly from someone naïve enough to suggest that Mr Honeyford was not attacking "multi-ethnic education" so much as "its champions". Mr Honeyford's own utterances about the "enormous tolerance traditional in this country" and the supposed power of the "race relations lobby" and "multicultural zealots" make perfectly clear the limitations of his interpretation of "multi-ethnic education", quite apart from his attitude to those families who choose to maintain contact with relatives in Pakistan.

I find the innuendo that the opposition to Mr Honeyford is somehow fabricated, with suggestions of dark political conspiracy, quite astonishing. It is worth asking what might happen to a headteacher in a white middle-class school who attacked the parents of his pupils for (say) their habit of pursuing private gain to the detriment of what he chose to define as "educational values".

Apart from being labelled a "cuckoo" might he not expect some strong and well-organized reaction from the parents, even leading to demands for his resignation, and withdrawal of pupils from the school? Would Mr Lodge then choose to describe such action in terms of shadowy political manipulators "drumming up support" regardless of real parental feeling?

Perhaps he shares the too common stereotype of the Asian community (recently, alas, reinforced by the Swann Report) as given to keeping a low profile and avoiding confrontation.

What inference is intended from the statement that the Friends of Drummond Middle School are "much more recent than the parents' action committee"? And why is it remarkable that Mr Roper, the deputy director of education, having done nothing to condemn the "alternative school" should then write to Mr Honeyford to inform him of his suspension?

It may be significant that on a later page of this same issue we find a vivid and well-balanced report by Mary Follain of a new anti-racist youth movement in France. It seems that we are happy to acknowledge the need for such activities abroad but not in our own backyard. If your paper exemplifies or even condones such ethnocentricity it stands in grave danger of being seen as contaminated by the racist assumptions endemic in our education system, and so serving to maintain the stereotypes and institutional discrimination which continue to cause offence and disadvantage to all ethnic minority communities.

RALPH BRAUNHOLTZ
Senior Lecturer in Education
City of Birmingham Polytechnic

Backward step

Sir - It could turn out to be a wrong decision on the part of Sir Keith Joseph to abandon AO level examinations out of hand. They do fulfil a need in some subject areas not fulfilled by any other available examination. One can only hope, as stated in TES (April 12) that the best elements of AO level will be incorporated into other examinations - by whatever other name they will be known.

I am particularly upset by the announcement, just as I had successfully made it departmental policy to prepare able pupils for London University's excellent AO French examination. It is an infinitely more enlightened examination than any O level French exam that I know of - including London University's own standard O level examination. It uses authentic French texts, allocates an amazing 30 per cent of the final mark to oral proficiency, and has an interesting section of the syllabus devoted to contemporary French background studies.

I doubt very much whether the much heralded GCSE will offer all these vital elements in one single examination. It is only slightly harder for able pupils to reach AO level than it is for them to obtain O level - and what a far more desirable end product for today's 16-year-old.

It also serves, for us, as an outstandingly sound preparation for London University's own Syllabus B Advanced level French examination, which, along with the JMB's alternative Advanced level French syllabus (I believe) leads the way to setting more relevant language objectives for aspiring 18-year-old linguists.

It is ironic that it should be the off-the-main-beat syllabus which answers the need for something approaching the ideal 16-plus language examination - and a very backward step if it were to disappear by 1988-89 without being preserved in some form or other.

R S WALMSLEY
Head of Modern Languages
Northwood School
Middlesex

Old scholars

Sir - In the June 28, 1928, issue of *The TES*, C H S Willson wrote: "There is no atmosphere, a charm, a tradition and a history attached to the old country grammar schools." As headmaster of the Robert May's Grammar School, Odham, in 1914, he would, I am sure, have been delighted to know that the Old Scholars' Association founded in the 1920s is still going strong even though the grammar school was closed in the early 1950s.

Such is the tradition and history of the school that this year its association is holding its 50th annual dinner on the site of the old school (now the Mayhill Junior school). Any old scholar not on our mailing list who would like further details about the association or tickets for the dinner can contact our treasurer, Peggy Simpson, at 65 Gally Hill Road, Church Crookham, Aldershot, Hants (Tel: Fleet 3754).

145 Havant Road
Havant
Hants



A 19th century engraving of the school that was to become Robert May's Grammar School, Odham.

LETTERS

Example to others

Sir - Any classroom practices which are to offer pupils hope for socially valuable and liberating learning must start from where the pupils are, but it would be irresponsible for a teacher to ignore what is publicly accountable as knowledge.

A curriculum which failed to introduce pupils in a critical way to what counts as knowledge in a free and democratic society would leave them unfit to act in that same society so as to attain more control over the conditions under which they will live and work and leave them open to dominance through the media - and equally important, through their own beliefs - about the inadequacy of their own thinking and their powerlessness to change things.

As English remains the mother tongue of the United Kingdom the ability to master this language is a basic educational requirement and, together with numeracy, must take precedence in the curriculum of a primary and middle school.

Mr Honeyford's curriculum has shown this importance and indicates his respect both for learning and his pupils, regardless of ethnic origin. His suspension shows that he is the victim of ethnocentrism and political opportunism.

Until last year when both internal and external political pressures intervened Drummond middle school and its traditional disciplined approach was well subsided.

Within a democracy such as our own all interests have some claim to be heard and taken into account in the formulation of a public policy. Mr Honeyford appears to have acted outside the current orthodoxy of pluralism with its underlying positive discrimination and cultural relativism.

He is also apparently guilty of the error, exemplified in his curriculum, that there is a unitary approach to multicultural education which sets its face against the relativism of knowledge, understanding and values, and thus against educational separatism.

Would that other headteachers adopted a similar educational stance and exposed the innate racism which underlies the quasi-multicultural theses of left-wing i.e.s nearer the capital.

REV FR ERIC LINDSAY
11 Le Moal House
Stepney Way
London E1



Harry Greenway

High price

Sir - While it is not for me to comment on your diarist's description of the internal workings of the Inner London Teachers' Association (TES, April 12), I cannot let pass without comment his suggestion that the failure of the "London contract" talks of some time ago was caused by "artificial Trotskyite leadership" of ILTA. These talks involved all the recognized teachers' associations, and their final breakdown on the sticking point of lunchtime supervision was fully agreed between ILTA, LNAs/UWT and London Association Masters and Mistresses Association.

While some of the items offered by the Inner London Education Authority were admittedly attractive (and some have since been secured by subsequent negotiations outside the context of the original package), all three of these associations felt that the concessions demanded by the authority over lunchtime supervision involved sacrifices of principle that were too high a price to pay.

Unless David Lister considers that not only ILTA but LNAs/UWT and London AMMA are "in the grip of revolutionary socialists", I would ask him to be more careful of his tendency to rewrite history for the sake of a good story.

MICHAEL STEVENS
Executive Member for Inner London AMMA
Tulse Hill School
Upper Tulse Hill
London SW2

Salaries v books

Sir - It was difficult to establish any rationale in Susan Thomas's article on me (TES, April 12), a feeling heightened by so many quotations - all printed out of context. Among the distortions was one on books and teachers, which left the impression that I could be more interested in spending money on books than teachers.

Frankly, I want to see a sound pupil-teacher ratio established and fair salaries for teachers: with the budget for books and materials independent of them.

HARRY GREENWAY MP
House of Commons
London SW1

Equal attempts

Sir - No one can be satisfied that women in adult education are "firmly at the bottom of whichever heap you look at", according to research published by NATFHE and reported by *The TES* (April 4). But the bald comment, "the situation was worse than average in the Inner London Education Authority where 90 per cent of principals are men", does not tell the full story.

Three principals of our 21 adult education institutes and aided establishments and two of 26 principals of further education colleges are women. Eleven AEL and eight college vice-principals are also women. Significantly, the women in half of these top posts were appointed in the past four years, which is not surprising, given this ILEA administration's emphatic commitment to equal opportunities for girls and women.

As Annette Giles, Hackney AEL's principal, said when she was appointed last September: "Although attitudes are changing, many women are still unable to achieve their potential for all sorts of reasons. I am glad ILEA attaches such importance to equal opportunities for women and other disadvantaged groups - how, otherwise, are we to make our mark?"

EDNA MATHIESON
Vice-Chairman
Further and Higher Education Sub-committee
Inner London Education Authority

Research facts

Sir - Could I add three points to the generally favourable references to the "Coventry research" in John Bald's article on the results of parental involvement? (April 5).

1. Two sets of results are reported, dealing with long-term as well as short-term effects. The former offer (at last!) strong support for i.e.a. policies of positive discrimination and, therefore, go some way towards meeting Mr Bald's requirements for a longitudinal study.

2. The full report is in print and is available on request from the address given below. Part A contains detailed descriptions of practice in the Coventry primary schools which produced these "quite remarkable figures". In the present climate, it is a pleasure to recall the enthusiasm and professional dedication of these teachers, who were - for the most part - well aware and appreciative of the strong, supportive framework provided by the authority.

3. Numerous reports are now available which ought to kill off for ever more the belief that there are unreachable parents. What is needed now is action research dealing with the issues of how to sustain improvements in language performance, through involving parents in higher order reading skills and through community education in the wider sense of encouraging adults to see educational processes as relevant to improving life-chances.

PAUL WIDLAKE
Community Education Development Centre
Brierton Road
Coventry

Party lines

Sir - Your readers may have noticed that advertisements for posts with the Timeside authority are overprinted with the slogan "Socialism at work". I imagine non-Socialists will be the subject of adverse discrimination in Timeside, just as in many other Labour authorities - which with overweening arrogance freely spend ratepayers' money on party propaganda.

I recall that nine or ten years ago, the NUT blacklisted Timeside, then Tory-controlled, for requesting headteachers to display a portrait of the Queen in their entrance foyers, and justify. What are the NUT and NAS/UWT doing about this gross violation of democratic procedure?

S IRVING
West Lodge
Dale Road North
Darley Dale
Matlock, Derbyshire

Booklet hunt

Sir - I am involved in research into the curriculum provision of small schools and am trying to obtain a publication which is no longer available from the publishers, "Educational Disadvantage in Rural Areas", Centre for Information and Advice on Educational Disadvantage, Manchester (1980). Does anyone have a copy? I would, of course, be happy to pay for it.

D G CLARK
Seymour House
Paternoster Row
Ottery St Mary
Devon

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend.

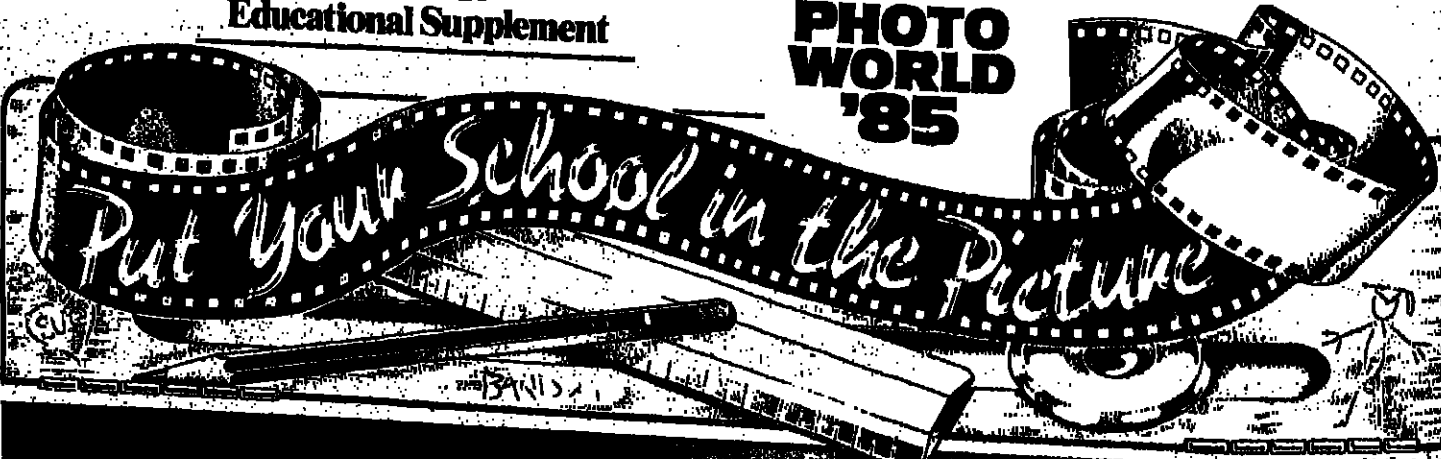


The first TES Schools Photographic Competition

Our Lady and St Swithin's Junior School, Liverpool: Special award for excellence

THE TIMES Educational Supplement

PHOTO WORLD '85



Competitors were asked to submit stills, cine slides, tape-slides or any combination of these to portray school life in a display suitable for a local library or community centre. There were no requirements as to size and format but the judges took into account evidence of team effort, originality, care of presentation, age of pupils involved and the equipment available to schools. There were three age categories: under 12; under 15 and under 19. In the event, the judges decided not to award a first prize in the under 15 category. A special award "for technical and pictorial excellence" went to Our Lady and St Swithin's Junior Mixed School, Croxteth, Liverpool. Winner in the under 12 group was Ashfield Junior School, Bushey, Watford.

Winner in the under 19 age group was Walthamstow Hall School, Sevenoaks, Kent. The judges also made a special award to the Borough Centre for handicapped adults in Worthing, West Sussex in recognition of its use of photography in non-verbal communication. All these winners receive a Pentax camera, a Durst darkroom kit, a day's training in a darkroom workshop and a visit to the Photoworld exhibition taking place at Olympia this week.

Runners-up were: Maldwell County Primary, Northampton; Lawhead Primary School, St Andrew's Scotland; Arden Grove First School, Hellesden, Norwich; Midfield Primary School, St Paul's Cray, Orpington; Widen School, Hedge End, Southampton; St Columba's RC Boys School, Bexleyheath.

They all received a Durst darkroom kit, a day's training in a darkroom workshop and £150 worth of Ilford photographic materials.

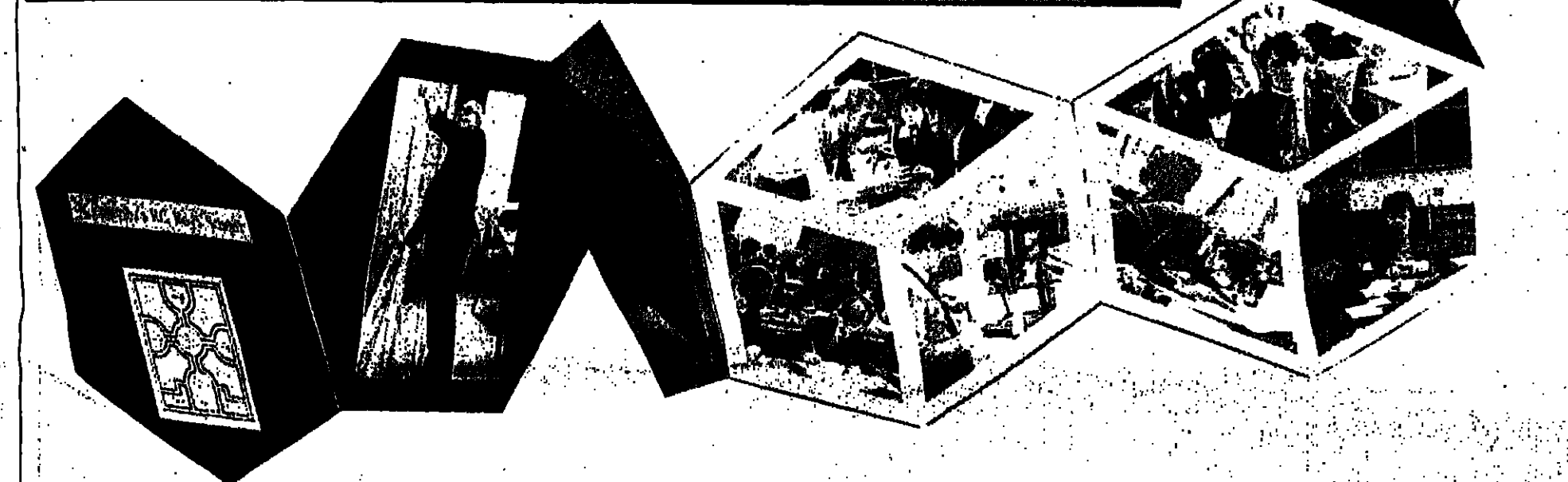
The judges were: John Collins, representing Britain's Photographic Industry; Bob Doe, Features Editor, Times Educational Supplement; Colin Ford, Keeper, National Museum of Photography; Frank Hawkins, HM Inspector; Michael Langford, Fellow & Senior Tutor, Royal College of Art; Robert Leggett, Chairman, Royal Photographic Society Education Committee; Bob Tracy, Industry & Trade Pairs Ltd.

Walthamstow Hall School, Sevenoaks, Kent: Winner, under 19

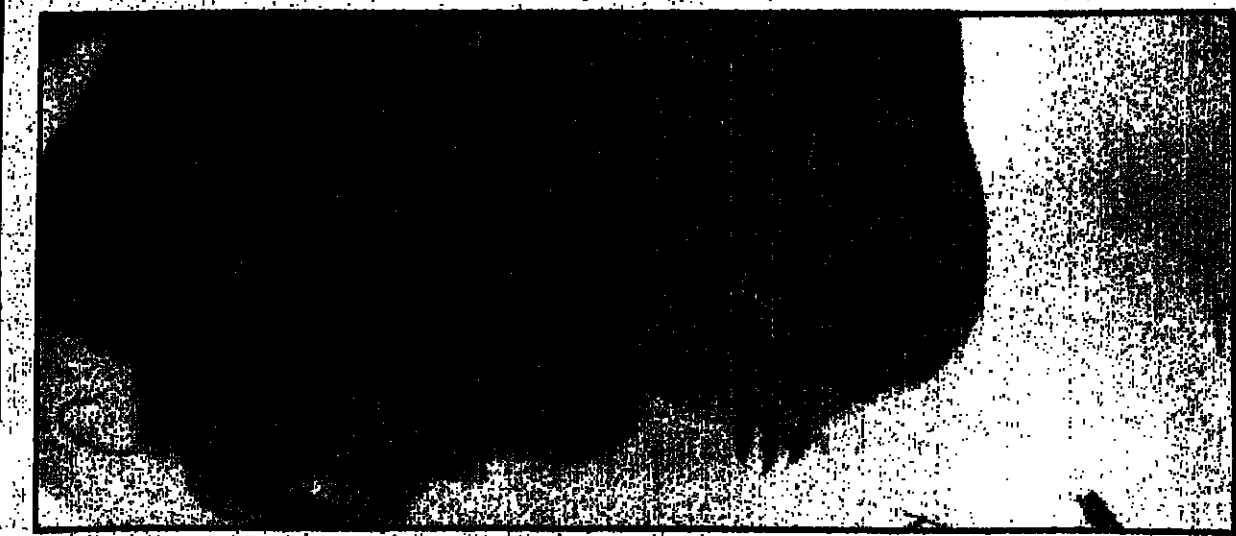


Left: Ashfield Junior School, Watford: Winner, under 12.

Below: St. Columba's R.C. Boys' School, Bexleyheath: Runner up, under 12.



Widen School, Southampton: Runner up, under 19.



Lawhead Primary School, St Andrew's Scotland: Runner up, under 12.

He doesn't feel that his daytime teaching work suffers as a result of tutoring. He even manages to do regular voluntary work for a charity. But, after a day's teaching and two hours tutoring, in two



A bit on the side

One teacher did find out that they were being tutored, and questioned them about it. On one occasion the questioning took place in front of other children and Martin's son in particular was upset about it.

There are some cases in which teachers are even head teachers co-operate and even encourage private tuition. Molly teaches part-time at a primary school where demand for places at local grammar and private schools is highly competitive. She, and others, felt that one colleague who taught fourth-year juniors was "spending too much time on creative work". Some of the parents of children in this class approached Molly

such as private education, etc.

Tutorial agencies

It's also very acceptable to some judges, enabling them to pocket the agency fees and return

Mr and Mrs David Miller run Apex from the front room of their Edgware home, a small agency with 200 tutors on their books.

able...
tutors...
did return

Endangered species

Andrew Cowie, an industrial systems analyst, says the Government's micros in schools policy is mistaken

work; responsible for most of the programming school-taught programmers due to their coding habits it encourages.

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Andrew Cowie is a systems analyst with Luc Electrical Industries in Birmingham.

In 1983, when the Secretary of State required the GCE boards to devise a common core for A level, the working party on English could agree on only one thing that was not vague and general: that at least one play by Shakespeare must be studied. Shakespeare's indisputable genius would seem to guarantee a whole structure of literature. As Professor Derek Brewer of Cambridge has recently written, in a new magazine apparently designed to plug English as an international language and culture, there are "many authors self-evidently of major importance, but the outstanding author is Shakespeare. The Englishness of English literature depends greatly on him"; he is "our Mount Everest". In fact, so great now is the dispersal of writing studied for GCE literature examinations that the concept "Literature" is not only defined in relation to Shakespeare: it is difficult to see what specific content Literature would have without him. The plays constitute the unquestionable "core" literary experience which keeps the examination in touch with its traditional rationale. It is time to consider, not whether Shakespeare is indeed a "great" writer, but what kinds of attitudes towards writing and the world are being promoted through the study of his work. I suggest that these are conservative, in almost every sense of the word.

First, GCE questions appeal repeatedly to supposedly absolute values (supposedly Shakespeare's values, of course). "Beginning with a consideration of the following passage, discuss Shakespeare's presentation of Goodness in *Macbeth*" (all the questions quoted here were set in 1983). The thought that concepts like "goodness" are relative to time and place and social position, or that some groups are better able to enforce their views than others, thus becomes difficult to think. To be sure, "discussion" is often invited, but the terms in which it may be conducted are firmly indicated. "Compare Shakespeare's treatment of the problem of evil in any two plays": the candidate who regards "the problem of evil" as a mystified concept, coming from the same quarter as "the enemy within", must force a space in which to say that, knowing that she or he is on a different wavelength from the examiner and will have little time left to show the expected knowledge of the text.

Second, the complex interactions of people in history and ideology are reduced, continually, to questions of individual personality and motivation, especially at O level. "Do you think Falstaff is ever sincere in *Henry IV*?" "What sort of person is Henry IV? Do you think he always acts wisely?" Individuals are taken as the unproblematic source of action and meaning, despite longstanding critical assertions, running from E.E. Scholl, Muriel Bradbrook and L.C. Knights through to Marxist and post-structuralism, that this is both inappropriate for such drama and absurd in principle.

Third, GCE questions assume the coherence and self-sufficiency of the text: the candidate's task is to make sense of the play as received. This promotes an entirely unrealistic notion of how writing and culture generally are produced. That the transmission of the text is at issue; that it has been realized in extraordinarily diverse ways in stage and film performances and by critics working from diverse theories in diverse cultural situations; that meaning is always contextual and that the relation between writing and interpretation is always complex - none of this is considered. Not one question set in 1983 invited candidates to refer a play to its historical context; most boards insist that they don't wish to be told about particular performances. The fact that the plays are, and always were, produced and apprehended in specific historical conditions is implicitly repudiated. Any sense of history, change, and political activity, is effaced.

The conditions in which the assumptions of the standard GCE questions once made sense may be inspected in the thought of Sir Arthur Quiller-Couch, one time professor at Cambridge. In his fourth lecture "On the Art of Reading", delivered in 1917, he told the listening "gentlemen" (most of whom were women), that the best kind of education was reading aloud by teacher and pupils: "It just lets the author - Chaucer or Shakespeare or Milton or Coleridge - have his own way with the young plant - just lets them drop like the gentle rain from heaven, and soak in". This process, seemed natural to Quiller-Couch and probably to his students because they belonged, in the main, to the class for whom Shakespeare was a central, an obvious cultural presence (the pupils they were to teach in schools were hardly in a position to protest). Ironically enough, we can see nevertheless that Quiller-Couch is actually presenting as natural absorption



Tim Thomas, Dill Wallis and Bev Willis in Michael Bogdanov's 1978 production of *Richard III* at the Young Vic

Political Shakespeare

Alan Sinfield examines the slanted way Shakespeare has been used by GCE examiners through many decades, and suggests that the game may now be up

a teaching practice which we would, very likely, regard as close to mechanical drilling. Since the time of Quiller-Couch, and especially since the mid-Fifties, two developments in education have torn apart his complacent system. One is the extension of secondary schooling to the whole population; the other is the growth of the progressive ideal, which declares that education, and literature especially, should be significant to the reader in terms of her or his personal experience. The extension of schooling brought Shakespeare teaching into collision with young people for whom he did not form a "natural" part of culture, and the consequent problems were exacerbated by the idea of personal significance, which made much higher demands of both Shakespeare and the teacher.

Progressivist enthusiasts like David Holbrook tried to retrain Shakespeare's cultural authority nevertheless: the child is said to discover his or her authentic self in a positive response to the plays (a negative response is taken as inauthentic). Holbrook reincorporates the elitism and essentialism which he seems to challenge in established practices when he observes, for instance, that the writing of a "low IQ" child "was doing for the human mind that produced it, what Shakespeare's Sonnets did for his very great mind at a very different level". But all too often, perhaps because of examination pressure, this project failed to carry conviction. Already by 1964, in *Crisis in the Humanities*, Graham Hough was pointing out that "much of English literature up to the threshold of modern times is now as remote as the ancient classics" and that literary criticism had become "a set of special tricks".

From the students' point of view, this situation produced an understandable call for "relevance", manifesting the fact that the importance and goodness of literature now needed justifying. The drawbacks of "relevance", as a working principle, are that it requires little more than a reworking of what the reader already believes, and that it protects readers from the challenge of unfamiliar perspectives, and so obscures the fact (a prerequisite for political change) that things might be other than they are. Led by academic criticism: to expect an engagement with "the human condition", and finding in actuality a small part of the writing of certain class fractions in one corner of Europe during a few hundred years, readers may well ask that it should say something to them.

The demand for relevance was made viable by

the development of teenage subculture, which increasingly afforded an alternative base from which young people could negotiate some kind of independence within the school conditions they were required to experience. So long as subcultural resistance was the mode, mainly, of those who did not succeed in school (in many cases this was a circular construction), educators could simply deplore it (literary educators often did so). But the spread, from the mid-Sixties, of an alternative culture in universities and colleges and so back into sixth forms, infiltrated an adversary to literary culture into its main fortress. The typical student now moves in contrary worlds - the rock concert and the tutorial - and whatever the outcome, literature no longer "goes without saying" as the supreme cultural experience.

The attempt of GCE examinations to cope with all this is evident in this kind of question: "Give an account of this scene in Capulet's orchard where Romeo sees Juliet on the balcony, showing what you have enjoyed about the words spoken by the lovers." The first request assumes that the text is unquestionably *there*, as I complained earlier, but at least it is not manipulative, merely simplistic. The second requirement, to show "what you have enjoyed", demands that the student produce a personal response; but in the same breath dictates what that response is to be: enjoyment. The question invites the candidate to discover an authentic response while denying any space for it to work in. How many candidates would like to say they didn't enjoy any of it? Perhaps only some, by the time they sit the examination, for the recalcitrant have dropped out and the remainder have been trained; not merely to do what they are told ("give an account") but to enjoy what they are told.

Here is another instance: "Give an account of the scene where Caliban first meets Trinculo and Stephano, making it clear in what ways you find it amusing, and what other feelings you have about it." The first request is the account again; the second calls for the "proper" response, amusement; the third request offers to accept "other" feelings, but what can the candidate risk after the orientation of the rest of the question? Could one suggest, for instance, after giving an account and expressing one's amusement, that the scene relates to 17th-century colonial exploitation of the Americas? They will say out there (does it see a dead Indian?)

These appeals to the candidate's response are blatantly manipulative, because the system is

under strain. The examiners need to suggest, no doubt to believe, that the proper response comes naturally to the student, once she or he is sympathetically introduced to the plays. But the examiners themselves are a major stage in the process by which Shakespeare is not discovered but produced.

Three further factors have impinged on literature. One is the pursuit of the logic of child-centred education to the point where Shakespeare is abandoned. "It does not have to be Shakespeare," Peter Abbs proclaimed in 1982. A second is CSE. In one aspect, this has been an extension of the GCE approach to a wider range of students, but at the same time it has reacted back upon GCE, though hardly on the Shakespeare questions. It remains to be seen which tendency will emerge the stronger in the integration of the two examinations in 1988. A third factor is Humanities programmes, which undermine the status of literature by chopping it up into segments and bringing it alongside other writing, pictures, etc. The anxiety caused by such treatment of literature may be assessed through Roger Scruton's invective in the *Daily Mail* against Peace Studies and other "relevant" courses as "a continuous stream of rubbish". He prefers what he calls "the irrelevant subjects: the great dead languages, higher mathematics, literary criticism".

For the last few years it has been fashionable in universities to talk of a "crisis" in English studies - meaning, roughly speaking, doubt in some quarters about whether traditional modes are still workable. This is typically parochial. In schools, the high-cultural idea, the allegedly universal appeal of literature, the established canon and the practices of literary criticism are questioned continually and, over large areas, have slipped out of visibility altogether. Shakespeare has consequently become more important than ever. He is virtually the sole vehicle of the idea of literature. He is the great, unchallengeable witness to the universality of literary experience; but his position has become absurd because he is representative of a category, of a theory, of which he is the only unquestioned instance.

Alan Sinfield is the author, with Jonathan Dollimore, of *Political Shakespeare* (reviewed next week), which covers changing ideological attitudes to the plays, as well as their production now (Manchester University Press £19.50 and £5.50). Dr Sinfield is Reader in English at Sussex.

Turing's Man. By J. David Bolter. Duckworth £12.95. 0 7156 1917 9. **The Second Self.** By Sherry Turkle. Granada £12.50. 0 246 12216 1. £h.00. 12568 3.

The British mathematician Alan Turing was 24 when, in 1936, he published his most important work, *On Computable Numbers*. In it he described what is now known as the "Turing machine", essentially a symbolic blueprint for what, a scant decade later, was realized in the form of the electronic digital computer. In David Bolter's book, the mathematician becomes an epiphany: the epithet Turing's Man describes the dominating personality image of our times. Turing's Man lives in a world of formalizable closed systems, of finite mathematics, of structured, hierarchical organization where everything can be understood in terms of the rules of a game, and no reality is more than symbolic. Faithfully mirroring the mind of Turing's Man is the "mind" of the computer, the dominant cultural metaphor of our age.

Bolter is primarily concerned with what the computer can reveal of ourselves and our world, but he is at pains to show that it is part of a continuous metaphorical process. In every age, he argues, some concrete aspect of technology has profoundly affected the way humans have viewed themselves and their surroundings. For the Greeks, the world was one of spatial relations: geometry, literally "earth measurement", was born in the outward form of Greek pottery and architecture. The Greek view of society and the individual was likewise one which stressed the relationship of the member to society in spatial metaphors. The arrival of the mechanical clock in the Middle Ages led to new concepts of time and non-spatial rhythm, and the ensuing metaphor of the clock as miniature universe com-

plemented the scientific theories of Copernicus, Kepler, Galileo, and Newton, as well as the mechanistic philosophies of Descartes, Huygens, and Leibniz. In its turn, 19th-century steam technology paralleled the growing concept of man as physical superman. The establishment of uniformly clocked time and predictable motion through space (specifically as ordained by the timetables of the railway and steamship companies) became a part of the social metaphor which later underlay the popular impact of Einstein's relativity theories. Now, in the latter half of the 20th century, man's self-perception is once again being significantly altered - this time by the computer.

Each of these mechanical inventions or discoveries is what Bolter calls a "defining" technology; that is, a technology which becomes part of popular metaphor, and is used as a means of understanding ourselves, our society, and the limits of our universe. We have no way of knowing which developments and inventions will be taken up by the collective imagination in this way: Bolter believes that traditionally poets and philosophers are the first to make the connection. Actually, there is no need at all to suppose that technology must invariably precede metaphor: Whitman's line "Once I pass'd through a populous city imprinting my brain for future use" was written nearly a century before the invention of electronic computer memory.

Bolter's book is stunningly wide-ranging from past technologies to the most intimate details of modern computer mechanics; and there is a fine glossary and annotated bibliography. He is particularly coherent and interesting on computer languages and artificial intelligence (AI), where he argues that the term "synthetic intelligence" (ie synthesis of human and computer) would be preferable. I do have several small quibbles, however: principally the use (in an otherwise

clear explanation of an alphabetization program) of "smallest" to mean "alphabetically first", which may somewhat confuse any non-mathematical reader. Also, Bolter describes the expression "science and technology" as a headbanger, which doesn't square with my understanding of this rather obscure rhetorical term. More seriously, the line drawings in his book are often inept if not faulty. One, supposedly showing the workings of a medieval verge et foliot clock escapement, is so crudely drawn that it would have been better omitted. Two illustrations include indicator letters which are not explained in the text. Some lines of a sentence-writing algorithm are omitted. Fortunately, none of these hinder enjoyment or understanding of the main text, which I found quite gripping and well within the grasp of a non-technical reader. Undoubtedly, *Turing's Man* deserves a review five times the length of this one.

Both Bolter and Sherry Turkle's books touch on the personality of the "hacker", the compulsive programmer whom Joseph Weizenbaum, in his excellent *Computer Power and Human Reason*, illuminatingly compares to a gambling addict. Bolter sketches the symptoms deftly:

The hacker spends hours at the console refining programs that have no real purpose or ones whose purposes are elusive, such as playing perfect chess or producing natural English. He is the alchemist or magus of the twentieth century, convinced of the importance of his new idea without being able to see clearly where it will lead. And so he can do no more than play solipsistically with the electronic building blocks the computer provides, hoping to tinker together something of great significance almost by random effort.

On the other hand, programming does

demand virtues of order and coherence, of searching for solutions that are both correct and elegant. Ultimately, Bolter points out, computer programmers are driven by the same desires as are engineers:

... to work their materials and their own skills as designers to the limits of performance. We see the syndrome in the design of new military aircraft, with each new plane vastly and often unnecessarily more complex than the last, and so prone to endless new failures. Such engineering is the latest expression of the same mode of thought that led architects in the Middle Ages to push the vaults of their cathedrals ever higher, until they fell. But the results have by no means always been negative, for this same striving has brought about the real technological progress of the past two hundred years in Europe and North America.

Although there is some overlap between Bolter and Turkle's books, Turkle's is specifically about the "sub-junctive" computer, and her approach is, in her description, ethnographic, based on observation of over 400 adults and children. She has persuasive ideas about why the hacker's world is a virtually all-male preserve. The programmer's "preoccupation with winning and of subjecting oneself to increasingly violent tests makes this a world peculiarly male in spirit," she feels. "There is, too, a flight from relationship with people to relationship with the machine - a defensive manoeuvre more common to men than to women. The computer that is the partner in this relationship offers a particularly seductive refuge to someone who is having trouble dealing with people."

This is the nub of a real problem, one which many parents and spouses know only too well from personal experience. Computers may have a

positive-to-neutral effect on most people, but they can leave others in a social and psychological mess. "For adults as well as children," Turkle observes, "they offer companionship without the mutuality and complexity of a human relationship, they seduce because they provide a chance to be in complete control, but they can trap people into an infatuation with control, with building one's own private world". This, by the way, explains the popularity, particularly among adolescent hackers, of games such as Dungeons and Dragons, which Turkle sees as "highly-structured social encounters for people who need and yet fear personal intimacy".

Turkle isolates three stages in children's relations with computers (including electronic games). Pre-school children are mainly concerned with whether a computer is alive or not; their chief question about it is essentially metaphysical: "What is it?" Young schoolchildren shift the emphasis to the question of mastery: "What can I make it do?" Adolescents' main concern is one of self-identity: "What does it reveal about me?"

There is much insight at times, but her "ethnographic" approach can become irritating, particularly when subjective impressions are presented as objective fact. For example, having made the point that in the US engineering students in general suffer from a bad self-image, she introduces us to Ron, a hacker. "Ron's muscles express ambivalence, long felt, toward his body," Turkle says. He sees the power of his mind as a gift that brought him mastery over technology, but for which he has had to pay with shame and misery in the world of people. "Somewhat ingenuously, she later cites AI specialist Marvin Minsky's remark that, whatever their shortcomings, hackers are preferable to "psychologists who trivialize human beings in their rush to stereotype and classify". Hmm.



Ptolemy's universe - an illustration from *The Day the Universe Changed*, the book of the current television series by James Burke which examines the origins of the Western world (£14.95).

Saint-Simon at Versailles. Translated by Lily Norton (Penguin £4.95). The court of Louis XIV at Versailles had the distinction of a centre of great political power balanced by minute rituals and petty intrigue. This selection from Saint-Simon's memoirs contains character sketches, records of major events and gossip: "Much Bickering among the Princesses". "The King over the Offertory" and so on. Probably boring (and sometimes terrifying) to live through, court life is much improved by Saint-Simon's personal criticism.

Republiscan Language, edited by Arden Reed (Methuen £9.95), contains 10 essays on linguistic aspects of Romantic poetry and prose, in relation to earlier and later literature as well as

to that of the period. Rousseau, Swinburne and Wallace Stevens provide points of comparison. The introduction surveys the contribution of recent linguistic criticism and the studies themselves illustrate its renaissance of poets, like Shelley, whose use of language has been dismissed as yaggle and self-indulgent. The Old Arcadia by Sir Philip Sidney (Oxford University Press £3.95) reproduces the earliest text of Sidney's pastoral novel (the more common versions being a hybrid of this and the later, incomplete version). The modern reader is likely to find it interesting chiefly for the language, and for Sidney's defence and illustration of his theories of poetry and metre. R. Buss

Women First: The Female Tradition in English Physical Education 1880-1980. By Sheila Fletcher. The Athlone Press £18.00, 0 485 11248 5. £5.95. 12946 1.

"At a time" (late 19th century) "when women were trying very hard to make their way into men's professions, [Madame Bergman Osterberg] created one specially for them": the physical education of girls; and thus initiated "the female tradition in English physical education". Dr Fletcher's study of the making and ultimate breaking of that tradition is told mainly through the history of the Bedford Physical Training College, which, as it remained for most of its exist-

ence in the hands of its founder, exemplifies the process with exceptional continuity.

Margaret Stansfeld, who comes vividly to life in Mrs Fletcher's pages, really deserves a book to herself. One of Madame Bergman Osterberg's earliest students, and then for three years a member of her staff, she was as remarkable a woman as Madame herself - and much more lovable! She founded Bedford in 1903, retiring only at 85; and when her successor, Miss Cicely Road (who had been her deputy for 25 years) died three years later, she promptly packed her bag and went back to Bedford to take charge until she could appoint another principal. And, "when the staff saw her walk up the path they felt again the sense of

security and strength that she had ever given". But Bedford's strength became its weakness. It was so good that nothing changed; even when, in the 1940s, the physical education of girls began to be revolutionized. Fortunately, in 1951 Bedford acquired a principal who could, and wanted to, cope with change: the Dartford-trained Ellen Alexander.

Dr Fletcher's book is very pleasantly readable; and her narrative is supplemented by 12 pages of photographs arranged in historical sequence, numerous notes (grouped together after the text), many of which give additional information, a select bibliography, and a well-designed index.

H C Dent

Science fiction feature

PAPER BACKS

If Mary Shelley did indeed inaugurate science fiction as a genre, her sex have not enjoyed the benefit of her pioneering for most of the intervening period. Joanna Russ has argued that there were no women in sf, only images of women; women writers tended to be judged in terms of how well they managed to write like men, reflected in the number who sheltered behind overtly male names, or simply initials. With certain honourable exceptions, it is really only in the last 20 years or so that women writers have emerged with a distinctive voice in the genre.

Ursula Le Guin's *The Left Hand of Darkness* (1969) conclusively demonstrated that sf could not only escape from stereotyping, but could generate in question sexual and social relations. In her wake have come a succession of women sf writers intent on doing just that. The latest development in this challenge, to a traditionally male (not to say macho) dominated genre comes in the shape of the *Women's Press*

science fiction imprint, the first such venture, and a logical extension of a publishing policy which has already linked feminism and science fiction, notably in: Marge Piercy's much-admired *Woman on the Edge of Time*. The first indication of change is visual: gone are the lurid amazons beloved of sf illustrators. The covers imaginatively reflect the contents of the books they adorn, which will be a welcome change for Joanna Russ in particular, who has suffered notably in the past. Russ provides two of the first four titles, *The Female Man* (£1.95, 0 7043 3949 8) is an established feminist classic, and makes a fitting launch to the series; it comes accompanied by

the first UK publication of a collection of linked stories told in the form of a history lesson to a child of the future, *Extra (Ordinary) People* (£1.95, 0 7043 3950 1).

Sally Miller Gearhart's *The Wandererdog* (£1.95, 0 7043 3947-1) creates a subtly realized lesbian-feminist utopia which ultimately convinces more as dream than blueprint; if, too, receives its first UK publication. If the ultimate aim of the series is to encourage new writing, then they are off to a healthy start with Jane Palmer's *The Planet Dweller* (£1.95, 0 7043 3948 X), in which a small English village is a starting point for energetic galactic adventures which owe more to Douglas Adams than H. G. Wells, and give the lie to the better, devoutly held in some quarters, that feminism must be humdrum. The imprint is a brave commitment from *Women's Press*, and deserves to be met with success.

Kenny Mathieson

PE pioneers

ence in the hands of its founder, exemplifies the process with exceptional continuity.

Margaret Stansfeld, who comes vividly to life in Mrs Fletcher's pages, really deserves a book to herself. One of Madame Bergman Osterberg's earliest students, and then for three years a member of her staff, she was as remarkable a woman as Madame herself - and much more lovable! She founded Bedford in 1903, retiring only at 85; and when her successor, Miss Cicely Road (who had been her deputy for 25 years) died three years later, she promptly packed her bag and went back to Bedford to take charge until she could appoint another principal. And, "when the staff saw her walk up the path they felt again the sense of

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Slim and stylish sources

Agrarian Britain. By Simon Mason 631 91420 x. The First World War. By Barry Bates 631 90140 x. The Second World War. By C Macdonald 631 91460 9.

Blackwell History Project £1.95 each. The Second World War 1939-45. By David Evans 7131 0973 4. Conflict in the Middle East. By Michael Scott-Baumann 7131 0965 3. Russia under Stalin. By J F Auer 7131 0974 2. Benito Mussolini and Fascist Italy. By Robert Wolfson 7131 0931 9.

Edward Arnold Links series £2.25 each. Israel and the Arabs. By Geoffrey Regan. Cambridge University Press £2.25. 521 27580 6.

Britain and the World in the Twentieth Century. By Richard James 7134 1341 7. Britain in the 1930s. By Charles Freeman 7134 4354 5.

Batsford £6.95 each. Life in Britain in the 1930s. By Cherry Gilchrist £5.50. 0 7134 4352 9. Life in Britain in the 1950s. By Sarah Harris £5.95. 0 7134 4424 X.

Batsford Finding Out About series. British Economic and Social History Study and Revision. By B Catchpole Collins £1.75. 00 197267 7.

Europe and the Modern World. By John and Gwyneth Stokes. Longman £5.50. 582 33083 1.

There are two kinds of topic books for modern O level and CSE syllabuses, the slim paperbacks costing around two pounds each and the stylish hardbacks which weigh in at six or seven. The Blackwell History Project, Edward Arnold's Links, and the topic books in the Cambridge Introduction to the History of Man and all come in the first category, while Batsford, at least in this list, is alone in representing the second. There is presumably a difference of intention, one for the classroom and the other for the library, but in our stringent times it is difficult to know which approach will be the more successful either in terms of educational impact or of publishers' profits. Certainly the use of class topic books is pie in the sky for some of us, where a basic coursebook per student was about as much as you could hope for even in the good times. The whole point of topic books, of course, is that you ideally need lots of different sets of them; again, for some of us, even one set of one topic within the syllabus would be welcome. As it is, a few library copies between the hundred or so examination candidates - to be found at such times as the library's not being used for classes - is a more realistic aim, and so this is where the Batsford quality glossies come in.

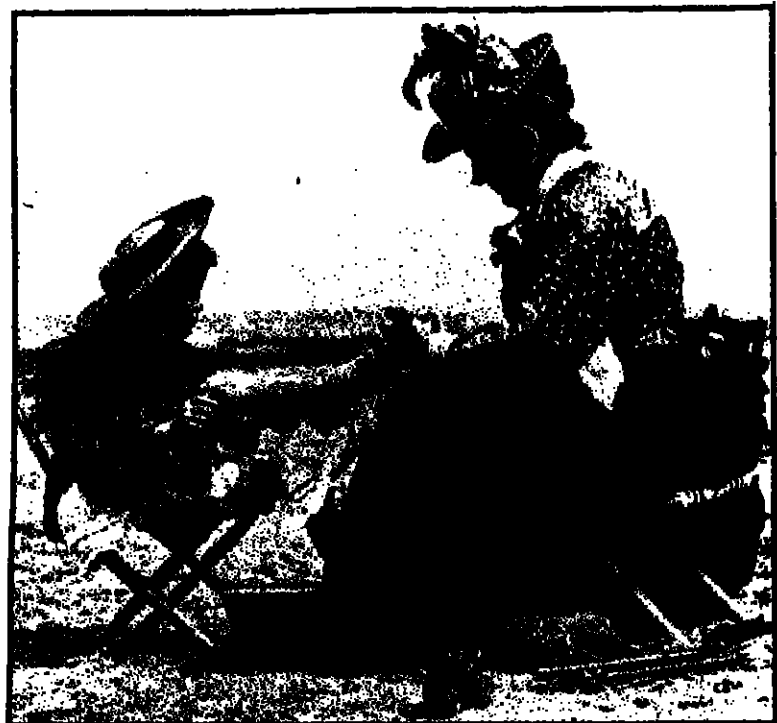
The Blackwell History Project format is by now a familiar one. Good use is made of the A4 size to provide clarity

of presentation even though margins must be cut to a minimum and both sides of the front and back covers are used for additional information. The back cover time charts are especially useful.

Agrarian Britain is concerned not just with changing agricultural methods but with their political relevance and their social implications. 'The Corn Laws and the Swing Riots,

well's. Both have a thorough account of events world wide; Links has some extra sections on Resistance in Europe, traitors and spies, and artists and writers.

Nor is it fair to draw a distinction between the Links *Conflict in the Middle East* and Cambridge's *Israel and the Arabs*, two excellent analyses of a delicate topic which requires - and gets in both cases - a certain amount of



This 1880s beach scene is featured in *Holidays*, one of Macdonald's *The Camera as Witness* series which records, by means of excellent, evocative photographs, changing social customs from 1850 to the present. Published simultaneously in Houses and Homes. £5.50 each.

Poor Ralston (it was the rural poet's dream) and *System* was designed to cope with), and the Tolpuddle Martyrs, who of course were agricultural labourers, are all included, and the story is taken through late 19th century Depression, through the exigencies of two world wars, up until today.

The companion books on the world wars are equally comprehensive and employ the same use of verbal and visual primary sources as a starting point for discussion. The maps are admirably clear, and Blackwell's picture researchers, as usual, have done a good job.

The same must be said of Edward Arnold's, though the rather more crowded format in the Links books means that cartoons and photographs are reduced to the extent that they lose some of their impact, particularly in *The Second World War*. Otherwise there is little to choose between the Links *Second World War* and Black-

well's. Both have a thorough account of events world wide; Links has some extra sections on Resistance in Europe, traitors and spies, and artists and writers.

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open-ended conclusion of the book and the photographs of living conditions for Black South Africans. *Knockouts* are intended for classroom use, though this story is compelling enough to keep children reading on their own. Teachers using *Journey to Jo'burg* would be advised to read Beverley Naidoo's complimentary publication, *Censoring reality: an examination of books on South Africa*. Aimed at teachers and librarians, it could certainly be used also to develop analytical and evaluative skills in pupils. It invites us to look at the resources currently used in schools and libraries, through the eyes of an imaginary 12-year-old seeking information for her classroom topic on South Africa. Thirty typical and widely used books are considered in terms of what picture they will build up for this British child of South Africa. We are left with no doubt that it will be misleading and inaccurate, and an endorsement of racism.

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some fictional but typical Italian characters of the inter-war years, as continuous templates against which to test Mussolini's support. Both these devices could be most successful in facilitating understanding of political motivation in general.

Britain and the World in the Twentieth Century is about British 20th century foreign and Commonwealth policy, British influence and achievement, from BBC World Service to Nobel prize winners, and foreign influences on Britain from popular American culture to Hungarian refugees, though Commonwealth immigration isn't dealt with.

Britain in the 1930s focuses on people. There are the politicians - Baldwin, Moseley, Bevan, Chamberlain and Churchill; the writers - Woolf, Auden and Orwell; and 'The People'. In quotation marks, probably because they are neither the masses nor the average, but a rather unrepresentative sample who happen to have left records. Nevertheless, together all these individuals add up to the decade. A 'low, dishonest decade', Auden called it, but it's presented here more positively; Baldwin's contemporary popularity is emphasized more than later criticism, and Moseley's early promise more than his subsequent deviance. Chamberlain comes over as hopelessly insular in a sea of uncomprehending European problems, in contrast with a Churchill who alone from a great sense of history understood what must be done. 'The People' tell of poverty on the one hand and the new affluence of the suburbs and consumer goods on the other, of telephones and Hoovers and the means test and refugees from Spain.

The two 'Finding out About' books are not for 16-plus courses but for 11 to 14-year-olds. The difference in level is more in the approach than the style, the implication being that in the lower years there's much more time for finding out about things, where the pressure of examination later makes it necessary to get on and learn them. This is a good series, the finding out being source based, with helpful suggestions about how to follow up with sources available locally. It's pointed out that some of the best sources available for the 1930s and 1940s are people; more scope for the grand-mother-interviewing which children take to with enthusiasm.

It's a pity in a way that the time has to come when grandmothers must be superseded by Collins' Revision Aids. *British Economic and Social History Study and Revision* is well produced, with a variety of multiple choice questions, stimulus questions, and just straightforward memory jogging questions. It claims to be for O level, CSE, and O grade, but it's definitely at the simpler end of the scale, and O level candidates expecting something like it on their examination papers could be in for a rude shock.

John and Gwyneth Stokes have updated their *Europe and the Modern World*, first published in 1973, for its second edition. This remains a sound, straightforward O level World History textbook, perhaps rather on the taxing side of easy.

Jessica Saraga

CHILDREN'S LITERATURE

The Nature of the Beast. By Ian Howker. Julia MacRae Books £6.95. 86203 0x X.

This first novel from a writer whose short stories for young people have met with critical acclaim has an immediate topicality with its treatment of the impact on a working-class community of the closure of its economic heart, the local mill. Billy's father and grandfather are among the men laid off. Their subsequent change against the closure is to come to nothing.

Howker's evocation of the dreary stress and hardship suffered at a low level in this small Yorkshire town is well and angrily told, and in the last part of the book, told with a symbolic resonance that suggests a wider comment on the course of Thatcher's Britain. For, as the spectre of long term unemployment haunts the streets of Haverston, on the moors behind the town lurks the beast (hens and sheep have been found mauled), the embodiment of horror and destruction.

Howker's title suggests that the concealed 'the nature of the beast' is to be this wider threat, but her narrative does not sustain this interesting theme. In the second part of the book, the beast becomes flesh and blood (a escaped showground panther) and the story is routine, if excitingly told, adventure yarn as attention focuses on Billy's resolve to photograph and then kill the beast.

This uneven quality is also reflected in the unresolved and stereotypical references to Travellers (Billy has 'a streak of gypsy blood') and therefore a fiery temper). Some of the minor characters are from rural soap opera casting - a crusty but kindly landowner the manor, a woman who doesn't suffer lightly, and a motherly publican's wife. 'You've got nothing I haven't seen before, love,' says Mr Gannett, laughing. 'I've got two lads of my own, you know.' A more recent character, the insensitive Social Worker, makes an appearance on the last pages.

But my wish to believe Ms Howker's story was most severely tested when I reached her ludicrously inaccurate description of an undiagnosed diabetic suffering from a hyperglycaemic attack (the union organizer who falls to save the mill). We are told that the luckless Mr Dalton is taken to a hospital for 'nervous breakdowns' and some weeks later (when he would have long since lapsed into a coma and died) that he is 'probably a diabetic'. Probably? The National Health Service may be seriously underfunded but this unlikely diagnosis is a common medical condition is a foolish flaw in what is otherwise an unusual novel for teenagers with a stringently told and original first section.

Rosemary Stones

ET speaking

English Today. Cambridge University Press £9.00 UK annual subscription; US\$18.50 for USA and Canada; £11 elsewhere

Book publishers have not proved themselves skilful at publishing magazines, with a few honourable exceptions who have usually ended up by setting up quite separate magazine departments. One of the most recent entrants, Sidgwick & Jackson, relaunched *Time and Tide*, though few would claim that it has set the new standards, or indeed its readers, alight. Now comes one with a message for the world, no less: *ET*.

This is no endearing infant that will collapse after issue two, but *English Today*, a quarterly magazine that looks like a cross between *Atlantic Monthly* and the late-lamented *3*, the BBC's classical music magazine. *ET*, the BBC's classical music magazine, is published by none other than the Cambridge University Press, which seems to have taken well to the murky waters of finance commercial magazines.

For there is no doubt that the Press is aiming for a popular market, quite apart from the subscribers it hopes to attract from schools and higher education. Everyone concerned is also particularly keen to stress that it is not an EJT publication, though it will obviously be of great interest to those working in ELT. The editor, Tom McArthur, was an Associate Professor at the University of Quebec, before CUP lured him away to *ET*. He has identified three groups of readers: 'We're very interested in bringing together native and foreign users of English on equal terms - we're the first

magazine in the world to do this explicitly: we want to heal the wounds between linguists and literary people; and we want to appeal both to professionals as well as to amateur Scrabble players.'

In McArthur's view there's more or less no speaker of English who won't enjoy *ET*. More conservatively, CUP's publicity director Paul Clifford is looking for 5,000 subscribers by the end of the first year and 'tens of thousands in three to five years'. He's also looking for a 'truly international' readership, and already the magazine's largest group of subscribers comes from the USA - which is why the magazine was designed to be attractive to an American reader.

At a time when all other publishers are seeking specialist markets which require their own publications, why is this magazine trying to be all things for all people? Well, the presence of David Crystal is obvious. Professor of Linguistic Science at Reading University, he has been interested in the idea of such a magazine for good years, and there is no doubt that he is also a good popularizer. He is also *ET*'s consulting editor, so that perhaps the issue is top-heavy with other academics: Professor Richard W Bailey ('The Idea of World English'), Dr Jenny Cheshire, Dr Derek Brewer ('How English is English Literature?'), all have long features. Dr Cheshire's piece on masculine bias in language is the most interesting - and has caused the greatest reader response - though it doesn't go far enough. Still, as Tom McArthur says, 'the contributors for *ET* I were flying

blind'. The magazine is certainly readable: 'we very much admire *History Today*, but don't want to be as academic'. *History Today* took one decision, though, which I think *ET* would have been wise to copy: it made a policy not to publish photographs of its contributors. This is not to comment on the beauty or lack of it of the writers; the point is rather that mug shots are a little dull. Still, it's not the easiest thing to illustrate a magazine on language and *ET* needs pictures because the basic design isn't visually exciting.

The overall impression is that the magazine is very witty, but that it is thickly free of petulant articles prescribing the proper use of 'that' and 'which', and condemning the use of 'hopefully', the chestnuts of most language columns in newspapers. The identity of the different columns (handling such things as newer words, interviews, special varieties of English such as computerese, and even puzzles, and a crossword set by Frank Palmer) will emerge over the coming months. Already Tom McArthur sees that there is going to be a far higher reader participation than he had hoped for. This has caused them to shorten the main features to make space for readers' contributions.

In the meantime, for those who missed the first issue, you may care to know that you are surely a 'drumblie' ('an inert or sluggish person') if you don't already know that 'sprains' are the excrement of an officer. *ET*, at the very least, will raise the level of Scrabble playing overnight.

Sarah Jane Evans

lingo

Parting shots

The term 'folk etymology' has been mentioned more than once in this column. What exactly does it mean? It is not just any old mistaken etymology. Properly used, it denotes the linguistic process by which an expression whose form or origin has become obscure is gradually changed into something ostensibly more comprehensibly related to the general meaning. An example is the old country name for asparagus - *sparrowgrass*, suggested by the characteristics 'green and stalky'.

Similarly, a *parting shot* is a folk simplification of a 'Parthian shot'. The Parthians were formidable soldiers, the same who annihilated the Roman army under Crassus in 53BC. Skilled horsemen and bowmen, their special trick was to pretend flight; when the enemy were committed to pursue they would turn in the saddle and discharge a fusillade of arrows at the unprepared pursuers. Since the Parthians were in a sense departing, the simplification has a certain appositeness, though it lacks the elegance of the original reference and has lost the sense of a deceptive stroke successfully brought off.

William T McLeod

Task master

The Head's Legal Guide. Croom Helm £15.95 (01-942 8966). Price £25, after the first year £15 pa.

This large, rather unwieldy loose-leaf book weighs just over three and a half pounds. There are over 560 pages which make it difficult to handle quickly. It is dedicated to the memory of Geoffrey Barrell whose book *Teachers and the Law* is well thumbed in most heads' offices. By comparison, this reference book for headteachers is more like an encyclopaedia than a quick practical guide. Barrell's unflinching and reassuring information on anything one looked up made his book rather like a Dr Spock for heads.

Since there will be no more editions of *Teachers and the Law*, this new *Legal Guide* is still a valuable replacement. It has a preface by Rowland Brown, headmaster, barrister and legal secretary to the Secondary Heads Association. It is well set out and clearly written and is updated by means of replacement pages four times a year. There are six sections: structure and administration of education; employment of staff; day to day running of the school; external dealings; and special education, together with further information, eg list of DfES publications and useful addresses and an index.

As a believer in do-it-yourself training for management, I have found this guide useful for its practical approach to many of the tasks set to a headteacher. For some reason, few courses or books on the management of schools are helpful in this way. Headteachers have one of the widest ranges of legal responsibilities which include the employment of professional and

ancillary staff, health and safety, maintenance of buildings and equipment, copyright permissions, and the obligation to monitor pupils' health, development both within the school and outside. Heads are often faced, on the job, with having to reorganise systems, procedures and job descriptions.

For me, parts of *The Head's Legal Guide* have already proved invaluable. The setting up of a Health and Safety Policy is difficult. L.e.a.s. do give advice but it never seems to be comprehensive. The model policy, the checklists of hazards and fire safety measures, together with the other general information provided allowed me to go about all this in a more professional way resulting in understandable, easily followed routes and checks which mean the school is a safer place.

Good relationships with the press and the police are usually learnt by trial and error. Errors can be devastating and leave you feeling extremely vulnerable. I liked the commonsense advice such as how to build in thinking time until all the facts are established and the code 'WWW' who did what to whom, when and how for preparing good press releases. If you buy this guide you are invited to send in any comments or criticisms. I would welcome three things: first, a thorough check on the index which is still skimpy, eg 'maternity leave', and more detailed synopses at the front of each section or main sub-section; second, the option to have six smaller more easily handled loose-leaf binders; and third, advice on how we are going to find time to insert all the amendments - there were 10 sheets in December and they are still at the front of my binder.

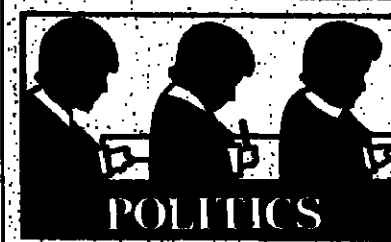
Tamsyn Milson

POWER TO THE PEOPLE

A school level account of how electricity has been supplied to the people of England and Wales over the last 80 years. The book reveals much about changing social habits during this time - the advent of television, electric home appliances, etc., and explains clearly the vital role of the Grid system today. It also looks into the future development of the existing links with other European countries and the provisions for Britain's future industrial development.

80 pages. Approximately 20,000 words. Illustrated in colour and black and white. £3.95 paperback.

Newnes Books 84-88 The Centre, Feltham, Middlesex TW13 4BH.



Journey to Jo'burg. By Beverley Naidoo. Longman. Knockouts £3.95. 0 582 25208 3. £1.10. 20514 X.

Censoring Reality: an examination of books on South Africa. By Beverley Naidoo. LEA and BDAF £1.50.

A recurring question from teachers is 'How young can we start?' - start introducing children to the realities of the world; including political realities; start inculcating a healthy scepticism to the apparent infallibility of the printed word. Beverley Naidoo feels that it's never too young to start, but that it has to be done appropriately. She seems to have got it right in her two new publications.

Her subject is apartheid in South Africa. To achieve clarity where there is much complexity, she has developed her picture for two different audiences. It is essentially the same pic-

ture: a total condemnation of apartheid, an informed knowledge of the political structures that enforce it and an understanding of some of the ways that it affects people's - especially Black South Africans' - lives.

For children, she has written *Journey to Jo'burg*, which is so simple and straightforward that it makes accessible even to quite young children the difficult and the profound. In 66 pages, she tells the story of Najedi and her younger brother who set off to fetch their mother home from Johannesburg. Their baby sister is dangerously ill and their grandmother (Lesen One) there is no free medical care for Black people in the 'Homelands'. Their mother works as a domestic servant in the plush suburbs of Johannesburg, sole support of the family since her husband was killed in a mine. The children are not permitted to spend the night in her room in the backyard, so are taken to Soweto, the Black 'township'. There they witness a police raid for pass-books and learn at first hand about the school's student uprising in 1976. These experiences help Najedi to come to terms with her next experience: in the Homelands, hospital to which her mother takes the ailing baby - an experience which even this post-Sharpeville emigrant found distressing to read. The uncompromising realism carries through to the

open-ended conclusion of the book and the photographs of living conditions for Black South Africans. *Knockouts* are intended for classroom use, though this story is compelling enough to keep children reading on their own. Teachers using *Journey to Jo'burg* would be advised to read Beverley Naidoo's complimentary publication, *Censoring reality: an examination of books on South Africa*. Aimed at teachers and librarians, it could certainly be used also to develop analytical and evaluative skills in pupils. It invites us to look at the resources currently used in schools and libraries, through the eyes of an imaginary 12-year-old seeking information for her classroom topic on South Africa. Thirty typical and widely used books are considered in terms of what picture they will build up for this British child of South Africa. We are left with no doubt that it will be misleading and inaccurate, and an endorsement of racism.

A chapter is devoted to each of the following issues: bias by commission, bias by omission, the information selected for 'encyclopaedias' about South Africa, the question of providing a 'balanced' information, books which focus on apartheid, publications emanating from the South African Department of Information, a brief account of shifts in attitudes to racism in books about South Africa and an

open-ended conclusion of the book and the photographs of living conditions for Black South Africans. *Knockouts* are intended for classroom use, though this story is compelling enough to keep children reading on their own. Teachers using *Journey to Jo'burg* would be advised to read Beverley Naidoo's complimentary publication, *Censoring reality: an examination of books on South Africa*. Aimed at teachers and librarians, it could certainly be used also to develop analytical and evaluative skills in pupils. It invites us to look at the resources currently used in schools and libraries, through the eyes of an imaginary 12-year-old seeking information for her classroom topic on South Africa. Thirty typical and widely used books are considered in terms of what picture they will build up for this British child of South Africa. We are left with no doubt that it will be misleading and inaccurate, and an endorsement of racism.

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open-ended conclusion of the book and the photographs of living conditions for Black South Africans. *Knockouts* are intended for classroom use, though this story is compelling enough to keep children reading on their own. Teachers using *Journey to Jo'burg* would be advised to read Beverley Naidoo's complimentary publication, *Censoring reality: an examination of books on South Africa*. Aimed at teachers and librarians, it could certainly be used also to develop analytical and evaluative skills in pupils. It invites us to look at the resources currently used in schools and libraries, through the eyes of an imaginary 12-year-old seeking information for her classroom topic on South Africa. Thirty typical and widely used books are considered in terms of what picture they will build up for this British child of South Africa. We are left with no doubt that it will be misleading and inaccurate, and an endorsement of racism.

eight chapter of recommendations for teachers, librarians and publishers. The conclusion urges us to combat a laissez faire attitude to the books examined.

Ms Naidoo makes her points clearly and cumulatively. Praise is due also to those who took part in the original research in numerous school and library collections, the South West Herts Anti-Apartheid Group, and to the splendid photographic material which contrasts so starkly with such quotes from the texts as: 'all South Africans benefit from high quality welfare services' (for 'all' read 'white'). The layout and presentation is a *tour de force* of semantics, punching home the 'messages' of the author. And the central message is that, regardless of the age of the children handling the books, 'with racism we have to choose - either to be for it or against it'.

The exhibition *Books that Censor Reality* originally developed by the South West Herts Anti-Apartheid Group is now available through the ILEA Centre for Anti-Racist Education, 101-103 Tottenham Court Road, SE1 1TL 01-237 3824. The booklet reviewed can also be obtained from the ILEA Centre for Anti-Racist Education, 101-103 Tottenham Court Road, SE1 1TL 01-237 3824.

Gillian Klein

From *Journey to Jo'burg*

From *Journey to Jo'burg*

From *Journey to Jo'burg*

Manifesto

Pupil Experience. Edited by John F Schiavini and Tom Logan. Croom Helm £15.95. 0 7099 2391 0. £8.95. 3332 0.

Pupil Experience reads like a wordy manifesto. It is difficult to discover the overall theme of the book whose authors range from research associates to lecturers, PhD students, a director of a teachers centre in Australia and a clinical practitioner based in Cincinnati, USA.

Although about the schooling experiences of pupils derived from extensive interviews, the fundamental reason for the book is to demonstrate that education must be directly geared to the requirements of the individual and not organized for the convenience of teachers, i.e. a.s. government training schemes or adult society. This theme, as I understand it, is articulated through the chapters on, for example, intelligence, school suspensions, gender stereotyping, examinations and altered states of consciousness. Tom Logan in chapter two attacks the perception of educational researchers who believe have preconceived ideas about their research activities. Does this book fall into the trap of thinking that there is such a thing as a uniform 'child perspective'? It is dangerously near it. Another chapter states the obvious point that there is a wide cultural gap between home and school. Teachers may dispute what the gap is but I do not think that they have to be told that the gap exists. The chapter on gender stereotyping is fascinating; if only the rest of the book had been written with such clarity and style.

Pupil Experience contains some important observations about contemporary British education. However, they are frequently lost in a welter of jargon and interviews. The authors state that that intelligence is the individual's only safeguard against the power of the state. That school must be confronted with the moral outrage of the victim I would put it another way, 'that schools must practise and develop tolerance, respect for others and the ability to reason. The tone of the book will discourage many potential readers. Not enough allowance is made for the teachers already striving, struggling or struggling to develop a more stimulating and humane curriculum.

Richard Evans



A pair of White-faced Ducks: the one on the right is preening the head feathers of the other bird, whose eyes are half shut - one of the many delightful photographs in Eric Hosking's *Wildfowl* (text by Dr Janet Kears). Croom Helm £14.95.

Roles, rules

Planning Games. By Martin Wynn. E & F N Spon Ltd. 0-419 12810 7.

Simulation games have been used as educational tools since the Sixties and have been particularly successful in human geography and town planning. They are a way of showing students that choices in the real world must be made, but that they are not necessarily rational. Education authorities such as ILEA have devised their own games and they are generally available to interested parties; undoubtedly many more games have been painstakingly devised by teachers without acknowledgment of diffusion, and a substantial amount of duplication is taking place.

Mr Wynn's book gives instructions on how to run seven planning games, set in different situations and involving different sets of actors at varying

degrees of complication: from inner city regeneration to tourism development on a Greek island, from housing to transportation. For most of the simulations, precise instructions are needed to introduce the case study, the roles, the material needed, the procedure for the game and the debriefing. Two examples from the USA are written in a different style, give fewer instructions and may, therefore, be more difficult to operate, but otherwise are of valuable teaching packages. In the chapter, Mr Wynn gives some guidance on how to devise games. Additional useful advice is given: in particular the authors point out that the result of the game is less important than the process. Teachers should not be discouraged by a chaotic final debate which may be the result of participants having taken their role very much to heart and learned more about real life than if the discussion had been rational and sanitized.

Sebastian Loew

Well trumped

Bedfordshire County Youth Orchestra and choir in and of the British Council for the Prevention of Blindness Royal Albert Hall, April 14

Queen Victoria was said to have been shocked the first time she heard Verdi's Requiem, conducted by the composer, at the Albert Hall. No doubt she objected to the operatic flourish which Verdi, irrefragably accorded to the sacred Catholic Mass. Perhaps she would have preferred Bedfordshire's performance, which although technically competent and exciting at times was a little low on drama and passion.

The score's stringent demands for double and triple piano have floored many a professional, so it is hardly surprising that young players and singers should find problems. In the last *Libera Me*, chorus and soprano soloist came together in some thoughtful and impassioned singing that was worth waiting for. The choir's performance in the complex *Sanctus* double fugue was brisk and masterly, not an easy achievement considering that the 850 voices were drawn from no fewer than 17 choirs who cannot have had much rehearsal time together. Bass Ian Caddy and mezzo-soprano Penelope Walker provided the most sensitive solo singing, though in the bass's dramatic entry "Mors stupebit" we were lacking that eerie quality characteristic of an

Italian operatic bass. There were some exquisite moments in the *Lux Aeterna* where tenor Kenneth Woolam, fresh from *Tristan and Isolde* at the Coliseum, joined the other two.

All four soloists blended operationally in the *Offertorio*, although soprano Marie Hayward-Segal's tones were not always pleasant. This was a Requiem memorable for its last trump, hell and last judgement rather than its eternal rest. The programme opened with an energetic, rhythmic performance of Weber's *Overture Oberon*, which displayed the orchestra at its deserved best.

The Verdi Requiem will be available on cassette from July 1985, price £6.00 including postage from T.M.R.S. Russell House, Amptill, Bedfordshire. Other Bedfordshire Youth recordings are also available from this address.

Philippa Davidson

Marks and Spencer have taken the place of the Rank Organization as a major sponsor for Music for Youth. The other principal sponsors, in addition to *The Times Educational Supplement*, are Commercial Union and the Association of Music Industries. W.H. Smith sponsor the regional auditions of the National Festival of Music for Youth: 770 groups participated this year.

Women at war

What Did You Do In The War, Maud? Age Exchange

Which Age Exchange arrived in performance last night, *What Did You Do In The War, Maud?* for an audience of second year boys, they were disarmed by the informed by the teacher in charge that he didn't consider a show about women's wartime experiences relevant to his pupils.

Of course the company's primary aim is to create "good" theatre to our culturally neglected senior citizens, but their latest documentary-based show reveals as much to the young as it provides spirited reminiscence for the old.

Elegantly culled from verbal accounts of many women, researched by director Pam Schwalitzer with Lorraine Hilton and Jane Moss, the aptly-titled play vividly evokes the British of air-raid sirens, eggless cakes and endless queues, where men were most notable for their absence. Women creating the delights of Home Sweet Home and then the prewar image of perfect womanhood, but this ideal was instantly shattered with the advent of Hitler's war: without women forces, as Land Girls and munitions

would not have survived, in the armed forces, as Land Girls and munitions workers, women worked long hours for little pay, shamefully less than their male equivalents. In a series of tightly performed scenes which skillfully interlace the researched stories, Joyce Holliday's 100-minute play provides a powerful and moving testament to their courage and adaptability.

To demonstrate the worth of research, Holliday's play is a well-illustrated book. Holliday sometimes condenses several accounts into a single stage character, like the wimpy homebird who emerges as a liberated W.A.F. But often it is the cameo which leaves the most impression, like the young Sussex telephonist who rises easily through the ranks, "just for a laugh".

Set before a gaily illuminated Nissen hut, Age Exchange's versatile team of five actors effortlessly juggles roles as naïf young W.A.F.s, the much-deided Land Girls and "the girls who made the things" that drive the thing-my-bob. If five short years these women grew in confidence and ability to learn, shoulder to shoulder, that "there was more to life than housework". For a 1985 audience, Age Exchange's play reiterates their discovery with great dramatic conviction.

Ann McFerran

SWANN'S WAY

In the issue of March 16 this year, *The Times Educational Supplement* reported on the findings of the Swann Committee Inquiry into ethnic minority education. This report together with a chapter-by-chapter summary of the proposals is now available in reprint form.

The two-page reprint, price 25p, is available from Lesley Griffiths, *The Times Supplements*, Priory House, St. John's Lane, London EC1M 4BX.

Please make cheques/postal orders payable to *The Times Educational Supplement*.

Smoke-scented vision

Radio

When the Great Western Railway main line was being built, the headmaster of Eton successfully campaigned to prevent it from cutting within three miles of the school, convinced that such transport would allow his boys to get away from the feshpots of London. As it turned out, the opening of the railway was accompanied by a full-scale riot. The Eton scholars deserted their school and stormed the trains, clambering into and onto the carriages, demanding to be taken to London to have their morals corrupted.

Such historical anecdotes are the life blood of the radio feature and plenty were to be found in God's Wonderful Railway. This three-part commemorative of the 150th anniversary of the most atrocious of all railway companies told the vision of its young engineer, Isambard Kingdom Brunel, and of the navies who served (and died) to realize that vision.

Using folk songs, memories, interviews and glorious stereo sound effects, it presented a wondrously smoke-scented picture of the early days of the railway. We heard of the original broad gauge tracks and carriages like full-sized drawing rooms; the experimental atmospheric section with trains being sucked through pneumatic tubes; and of chocolate and

cream coaches, highly polished brass and Cornish holidays. It also admitted what anyone brought up to have a proper railway journey: Brunel couldn't design engines ("They were terrible things") and GWR really stood for Great Way Round. Made with tender loving care by Cliff Kliney and Bud Evans, the series has already been heard on BBC Radio London, Devon and Cornwall; is going out now on Radio Bristol and on Radio Oxford at the end of May.

In a totally different style, another three-part feature also reflected life in Victorian England. Neil Philip's scripts for *Between Earth and Sky* (Radio 4) contained a wealth of detail about the lot of the farmworker and his wife: took us turnip-singling, bean-dropping and pen-picking and gave us rustic aphorisms: "A man should not be fond of his country - this foreign stuff such as ten is no found for a man. Specially composed music for the 'cultural' and 'players' carefully performing the lines combined to make a most mellifluous if somewhat studio-bound production. But surely the days are over when lady actresses can pretend to be husky lads and deliver lines like "My grandma... she larrups me"?

David Self



Face to face?

Ombulsi Hancock, from East Chesham to Earl Court, tonight, BBC1, 10.15.

Why is the BBC's appreciation of its own heritage so lukewarm? As "celebrations" to "dramatic" tales? Tonight's *Ombulsi* on Tony Hancock, despite the expectations aroused by extensive promotion, is yet another workmanlike bioprogram, lacking the enthusiasm and style that might have made it a more fitting tribute to one of the best television comedians there has ever been.

It employs a tired format, whereby recollections from Hancock's survivors (and where a Kenneth Williams?) are illustrated by extracts from the radio and television shows. This works well when the subject is the "Hancock personality" (a rapid run-through of him as "cowardly", "having delusions of grandeur", etc) and is useful as well in identifying Hancock's technical brilliance (the pauses and the facial contortions). Where it works less well is in the attempt to pin down the secret of his popular appeal, and Bill Kerr's suggestion that Hancock exemplified "the human condition" echoes through the programme without becoming any more convincing.

Speculations on Hancock's own personality are similarly unconvincing, with Patricia Hayes twice concluding the insight that he always looked worried about something which doesn't tell you much. But then there is

no discussion of his personal life: the fact that he was married slips out, but his background, family life, training and so on are never in the picture. For the ordinary viewer, who is bound to identify Hancock fairly closely with the character he played, the idea that he was a basically unhappy and worried man comes as no revelation.

There is interesting material from Hancock's *Face to Face* interviews with John Freeman. It's the nearest we get to the real man, and it is fascinating to watch, since as always his restless expression is a guide to how his mind is working. And it becomes even more interesting to watch once you have been informed by his writers Galfon and Simpson that doing *Face to Face* was a turning point in his career, after which he succumbed to the deadly vice of self-analysis.

One question we will ask is, Does this programme fill the long-awaited void of Hancock repeats? Well, no. The only immediate reason one can detect for making this programme now is that the BBC has just launched four video cassettes of the famous four-hour (three per tape) and, as part of the deal with the purchaser, actually broadcast for at least a year. So one could see this *Ombulsi* as a video "sample" along the lines of the one currently being advertised by Huw Wheldon on Channel 4.

Lynne Truss

Strike out

What a Way to Run a Revolution, Young Vic

It sounds a good idea, a stage whittled about the 1920 General Strike. However, there's something instantly suspicious, I find, when a whole cast strikes defiant chest-out poses and sings at the audience, particularly when the lyrics are as thin as they are. David Beneditus's play, it's simply too good assuming Brechtian poses if it play doesn't have that essential Brechtian ingredient - argument. No amount of back-projected captions and song titles like "The Song of Working Class Solidarity" will do to compensate.

There's little or no argument in the piece, merely a lot of rather brittle bickering. In a sense, that's faithful to history, the political and union establishment separating themselves from the real events of the nine days but failed to shake the world with a cushion inflated by all party hot air. We're presented with a good deal of verbatim *Hansard* oratory, interspersed by narration from a half-jawed minor (Gary Raymond) and some set piece songs, against a stage design that ingeniously doubles as a mine and Commons.

The large cast and elaborate lighting fails to disguise the lack of substance, though, and Guy Woolfenden's music, played by a four-piece electric band is surprisingly lustre. Top many of the "serious" songs sound like the *MASH* theme and the Twenties dance numbers, while jolly enough, are almost entirely predictable (except for the one about the saxophone and trombone, which featured neither instrument).

There are some entertaining performances, particularly Cheryl Kennedy's wicked personation of Mr Baldwin and Teddy Kempton's smoothie Jimmy Williams. The mannerism of the Commons scenes are successful, too. They're presided over by Gordon Gostelow's excellent portrayal of Mr Speaker, who looks throughout with crumpled expression of dilute and incomprehension. I can't say I blame him.

Go west

Locomotive Theatre: The Great Western Hope Valley College, Derbyshire

Why are people so averse to innovation? The objections raised to the building of London to Bristol railway included the impossibility of providing mobility to the masses, the threat to Windsor Castle's water supply and the danger of interference to the hunt. Luckily for Isambard Kingdom Brunel, Queen Victoria endorsed the railway by calling it "Quite charming when it took her from Paddington to Windsor in half an hour."

The trouble with Locomotive's play (for 11 to 16-year-olds) is that it's sporadically innovative. It contains some rather indigestible lumps of history. Excellent material for actors, the endlessly wrangling committees and the rather dry parliamentary politicking are of little theatrical interest.

The play comes into its own when it deals with the practical realities of building the line (navvies are infinitely more interesting than politicians) and the use of songs and at one point a curious balletic form of melodrama brings a good deal of fun to the play. There's also some excellently designed set pieces, particularly the locomotive, that is magically constructed out of the set which had hitherto been used in a variety of different roles. A jaw map charting the progress of the building work is also used cleverly. My favourite is the stage coach, shamelessly but effectively hijacked from the *RSC's Nicholas Nickleby*.

The Great Western tours nationally until July. For details ring 0952 453436.

Nick Baker

Choreography by George Balanchine: A Catalogue of Works Viking £14.95, 0 670 22008 6 Portrait of Mr B: Photographs of George Balanchine Viking £14.95, 0 670 56632 2

That George Balanchine, known affectionately to his dancers, students, and to those pretending intimacy as Mr B, once performed under the name Fortunio Bonanova, is gleaned, not from a book of little known facts about famous men, but from the meticulous, no-nonsense and updated catalogue raisonné of the choreographer's work. It was in the 1940 film, *I Was an Adventurer*, in which he appeared briefly as an orchestra leader.

Balanchine's impact and influence on dance, and dance in America in particular, was prodigious. In a career which spanned 60 years, from the heyday of the Imperial Russian Ballet until 1982, he founded a school, a company, developed a method of teaching which enabled his dancers to perform his complex ballets and was the most prolific of choreographers. *Choreography by George Balanchine* contains over 400 entries and is the result of a huge collaborative effort. The list of credits reads like *Time* magazine's masthead: project directors, a research and a production director, an editor, researchers, area researchers in 10 locations, research assistants, an annotator and an indexer are all named. Unpublished documents were consulted, interviews conducted and the memories of old dancers ransacked.

Publishing a ballet book without photographs is a risky venture but the outcome of this teamwork is a substantial addition to the field of dance scholarship. The ballets are clinically listed, as if lifted from a proglogue: title, date, music, production credits, original cast and the briefest of explanatory notes are given. There are no asterisks or boldface type to distinguish the supreme collaborations with Stravinsky from those ballets with little or no shelf life in the New York City Ballet's repertoire, like *PAMTGG*, performed to music based on the Pan Am Jingle. But with this list, a narrative unfolds, leading us from those first student efforts right after the Revolution to the great Romantic ballets of his old age, and any notion of a typical Balanchine ballet is dispelled.

The stereotypical cool, pitiless and moodless ballets, stripped of colour and performed in leotards and tights, are noted alongside the comic *Western Symphony*, the strongly narrative *A Midsummer Night's Dream* and the breezy *Who Cares?*, reminding us of the variety of Balanchine's imagination and making the charge of being a one-note choreographer seem an irrational one. And surprises emerge. The elliptical image of a choreographer confined to the orchid atmosphere of a ballet company fades when Balanchine's track record in the theatre and in films is taken into consideration. In 1929 he provided the choreography for the first feature-length film, made in England, *Dirk-Red Roses*.

Mutant onions

The Chrysalids Greenwich Young People's Theatre Lady Lindy Bullers Wood School, Chislehurst

As always, the foyer of the Greenwich Young People's Theatre was festooned with posters and leaflets opposing any reduction in local authority spending. At times it seems as if it's possible that the company's adaptation of *The Chrysalids* had been mounted to argue the same case; that the whole thing was really a Brechtian-parable illustrating a bleak, race-capped future. (There was even a scene in which children were threatened that if they didn't behave they would be visited by "Old Maggie" from the Fringes.)

Further thought and a charitable disposition, however, led to the conclusion that all this was coincidental. *The Chrysalids* was merely revisiting fertility trapped many a time and oft by youth theatre companies in the past few years. Someone remarked in the



Mr B and his angels

and for Sir Oswald Stoll's Variety Show he formed a company known occasionally as "16 Delightful Balanchine Girls 16". He choreographed the stage version of the all black musical *Cabin in the Sky* in 1940, worked on shows by Rogers and Hart, Cole Porter, the Gershwins and Irving Berlin and for the Ringling Brothers and Barnum & Bailey Circus he came up with *The Ballet of the Elephant*. He is revealed as the John Bolleman of the ballet, able to provide 10 new ballets and stagings for the 1972 Stravinsky Festival, marking the composer's birth anniversary of the composer's birth and create *The Figure in the Carpet* in honour of the Fourth International Congress of Iranian Art and Archaeology. That a list, in the end, becomes a celebration, is a tribute to the man.

Portrait of Mr B is a tribute of another kind, altogether a more personal book and a fine complement to the catalogue. The text includes a reprint of Edwin Denby's famous article on Agon, a two-part interview

in which Balanchine discloses that he and Stravinsky used to get drunk on whiskey and vodka and "say dirty things, like everybody else", and leads with an essay by Lincoln Kirstein. It was Kirstein who invited Balanchine to America in 1933 to form a school and a company and he remains at their helm today. It is good to have his words. He speaks of Balanchine's sense of morality and religion. For Balanchine, dance was a "moral consideration" and he referred to his dancers as angels. The photographs of these angels, which form the bulk of the book, are carefully chosen and in no way comprehensive, whether by the court photographers George Platt Lynes or Martha Swope like Walker Evans, Henri Cartier-Bresson or Irving Penn, leave us with images of haunting beauty.

Madeleine Nicklin Above: Balanchine with Maria Tallieff, in costume for the Ballet Russe de Monte Carlo production of Le Bal des Femmes

composed by Roger Wade, nodded affectionately at ragtime and prewar American popular music.

Its exuberance was highly appropriate for Amelia came across as a very lively woman. At school in the early years of this century she rode horses bareback and wrote letters home asking for a supply of baseballs. A decade later the same tomboyish spirit led her to qualify as one of the first women pilots and set her sights on a solo Atlantic crossing. From that moment on she was, as she herself said, "happy when she was 'up in the sky in a little red plane'". A female Lindy, hence her nickname "Lady Lindy", she disappeared on a flight in 1937 and, although less well-known in this country than Amy Johnson's, her life story, with its mixture of pioneering femininity and simple daring, did make a particularly suitable subject for a girls' school production.

Hugh David

Next week

The public library service under threat: a report on the figures and consequent facts

Cold comfort

Jill Burrows on the bleak prospects for Colchester's Mercury Theatre

Along with 24 other regional theatres, Colchester's Mercury has been told its Arts Council grant for next year is being frozen. With the increase in the costs of labour and materials running above the inflation rate, this effectively means a cut of around 7 per cent. At the best of times average attendances are unlikely to be much above 80 per cent and even then half the theatre's income must be found elsewhere. Nationally, attendances were particularly depressed in the second half of 1984 and two-thirds of theatres are carrying considerable deficits. A grant increase in line with inflation would have caused problem enough. It isn't just a *Merchant of Venice* in the main auditorium that makes the Mercury's administrative director, David Forder, say this cut "severs an artery".

Nor can a regional theatre, even in a relatively affluent area, look to sponsorship to make up the shortfall. Without the benefits of high-profile, prestige events and tax inducements, potential sponsors, notes Forder, "are building up a resistance. They've already been clobbered to death".

What is different about the present howl of pain from the regions - the very parts the *Glory of the Garden* strategy was designed to help - is that it is compounded by a loss of faith in the Arts Council. Forder now views the Council bitterly as a *dirigiste* body, whose only message to its clients is, "Don't. Can't. Haven't got it." He is not seriously concerned that the long-won principle of subsidy is being threatened. At a time when the theatre nationally brings three times as

much to the public purse as it takes out, and has fought hard to maximize its trading, the image emanating, not just from Westminster but from Piccadilly, of the arts as peopled by "self-indulgent whining pinkos" is seen by Forder as "undeserved and unjust". Theatres cannot function without being subsidized by those who work in them. By his reckoning, the average hourly rate for the Mercury's actors in the first 43 weeks of the last financial year was £2.39, and it is a source of great regret to the Mercury management that the ACAS award to actors cannot be honoured.

So what now? "Everything, everything," says Forder, "is coming under scrutiny". The struggle to devise a programme that makes commercial and artistic sense is "agonizing". The studio - scene of so much innovative and worthwhile work, occupied recently by a marvellously clear, intense and sold-out small-cast *Othello* - is under threat. So is the education programme.

The regional theatres say that the freeze is the last straw; David Forder claims that after a dozen years "attrition" the "ecology" of the theatre has now been disrupted. Already standards are slipping, already activity is being curtailed and unacceptable compromises are being made. That means smaller audiences, which in turn leads to smaller grants as it's argued that the theatre is providing less of a service. Forder's fear is that once in motion this downward spiral may be unstoppable. "This is," as he puts it, "arts in a cold climate".

A shot in the arm

Alan England on hopeful signs in Sheffield

The principal beneficiary of the Arts Council's new regional largesse is the Crucible Theatre, Sheffield. Whatever they may think privately of the notion of a "Centre of Excellence", no one is more delighted to receive a shot in the arm than the new associate director, Mike Kay. His propensities and track record make his appointment a particularly interesting one. After College of Education, 1967-70, he spent most of his time working professionally in theatre in education. He was involved in the founding of famous companies such as M6 and Theatre Foundry, co-developed subsequently published pieces and has acted and directed.

He is an articulate man with strong and well-considered views on both education and theatre, but, like Brecht, he believes that pleasure and instruction don't have to be mutually exclusive. Towards the end of last year, he set up a "pilot" showcase of TIE "classics" by which Theatre Vanguard, the Crucible's educational arm, was to demonstrate what TIE can achieve, but he repudiates the notion that educational theatre is a special genre, existing for the benefit of youngsters under 16. A number of TIE companies operate in isolation and prefer the autonomy and independence this gives and Vanguard has hitherto itself made one of these. Mike Kay wants to "place the concept of education more firmly within the policy structure of the building". This could mean that Vanguard comes in off the road from time to time to create performances, with the benefit of their

particular skills, for adults as well. Conversely, the Crucible will develop its commitment to community work. Ask a hundred people, says Mike, what a community is and you will get a hundred different definitions. To him it is a group of people with common interests. His idea of a community theatre is not one based narrowly in local "issues". He favours what he calls a "conceptual approach" and wants community theatre to be concerned with what is "teachable and transferable", offering an appeal beyond the immediate context in which it was created. Adventurous publishing has shown that parochial pride which prevented TIE companies from touching with a bargepole anything that originated elsewhere was misconceived and perhaps Mike's scheme was his personal affirmation of this. He carries his preference for a two-way traffic into the area of liaison with schools and he foresees a case where Vanguard work could be tailored to suit the curriculum even of individual institutions. One of his favourite images is that of the inverted pyramid, where ideas percolate upwards instead of automatically downwards.

The increase in the overall grant to the Crucible means not only that Vanguard has been given the kiss of life, but that it has the chance of becoming a permanent company. The education world must rejoice that such a staunch ally as Mike Kay is in a position of influence and has now more power to his elbow.

Stage directions

Schools Drama Week. Palace Theatre, Redditch, Worcester-shire.

For the second year the Palace Theatre has put its stage and technical staff at the disposal of schools in the area to give drama groups the feel of performing in a proper theatre and to watch each other's work.

Each school has daytime rehearsal periods to prepare for an evening performance of 20 to 40 minutes. Narinder Dhillon, youth drama director at the theatre, was pleased to see a much greater variety of styles of production this year - excerpts from

known texts, the children's improvisations, a script written by a teacher, and one masque and one dance production. "Teachers seem more confident in directing their pupils work and the children better prepared," says Terry Holland, English/drama teacher from St Stephens Middle School, brought a group last year and thought "it's an invaluable experience," but that teachers mustn't allow a competitive element to creep in. "The point is to let the children get used to moving about a stage and performing in a dramatic way not mounting a technically showy production."

Ann FitzGerald

Right to record

Gillian Macdonald on the Government's proposals to legalize educational recording of 'all broadcast material'

The Government has written a Green Paper on copyright and recording which, if it is allowed to become law, will be a major step for education. Comments on it have to reach the Department of Trade and Industry by April 30.

If the proposals in this document are allowed to go through, teachers will be entitled to record all television and radio programmes off air. They will be allowed to keep libraries of those broadcast programmes for as long as they like and use them in class in whatever manner they wish. In other words, they will be given everything they have ever wanted from the copyright law on off-air recording. In exchange for payment of a (maximum) five per cent levy on blank video tapes and 10 per cent on audio tapes.

That is, if the Green Paper is allowed to become law. Many teachers fear that this is too good to be true — teachers who for years have protested that they are unable to do their jobs properly so long as it is illegal for them to record general programmes off air. These include a large number of teachers, at schools and universities, who need to discuss and analyse the presentation of different issues raised by news and current affairs programmes, soap operas, drama, light entertainment — anything, particularly on television, which is not covered by existing licences to record "educational" programmes. It includes the primary teacher who wants to show her pupils an exciting wildlife programme that went out on Sunday evening or a science teacher who wishes to discuss an experiment in *Horizon*.

It is the off-air aspects of this Paper that are particularly important. Teachers are already allowed to copy words and music off records and pre-recorded tapes, in return for a small licence fee paid by the local education authorities to the Mechanical Copyright Protection Society. But they cannot record any "non-educational" programme on television and radio without the prior agreement of the broadcasting companies. They could be taken to court for breach of the copyright law.

The reason the copyright law is so comprehensive is that it protects not only the authors, composers, dramatists and artists, but also the producers of sound recordings, films and videos, and the broadcasting authorities. In addition, separate legislation, while not giving copyright protection, protects the performers like actors and musicians from the "unauthorized" recording or filming of their contributions.

As far as television is concerned, the television companies are the copyright holders, but the performers' fees will have been determined by negotiations with the BBC or the ITV companies, generally on the basis of so much now and so much in repeat fees. Allow everybody to record these programmes and show them to large audiences as often as they like, and the performers will with justification feel they are being deprived of a substantial part of their livelihood. (Hence their strong lobby against this Paper's re-writing of the copyright-owners' only.)

But what is happening now is in any



case depriving them of that income, for schools and universities have long been recording programmes illegally. This is a fact that is repeatedly admitted by teachers at conferences, and the broadcasters, the performers and the Government know it. It is not just happening here, it is going on illicitly wherever there is a proliferation of recording equipment and that includes schools and colleges in America or Germany.

Those educationists who understand the implications of the copyright and performers' protection laws for the contributors concerned, sympathize with their plight, but if they are to have access to the teaching materials they need, there is no legitimate, affordable way round the problem. For the first time the Government is offering a possible solution in this Green Paper.

Until now the only programmes which schools and colleges have been able to record within the confines of the law, have been educational. Agreements between the education authorities and the BBC and ITV companies have allowed them to record any Schools Television or Continuing Education programmes. In the case of Schools Television, recordings may be kept for up to three years after transmission. Continuing Education for up to one year.

But the nature of programmes available under this system has been narrowly restricted to those programmes which are produced and aimed at specific use in the classroom. With the advent of Channel 4 and a much more general type of "educational" programme aimed at a general audience, access has been extended to cover specific documentaries like *Heart of the Dragon*, a much-praised series about China, or wildlife programmes in the recent *Worldwide* season. But this has only been made possible by a scheme devised by Channel 4 and Guild Learning which provides some recompense for the rights holders. In exchange for an annual fee and payment at the end of the year on each item recorded and logged, schools and I.E.S.s may record certain programmes.

London Weekend Television negotiated its own licence scheme, whereby schools or colleges are allowed to record certain series in their general output. *Weekend World*,

Credo and *A Week In Politics* — in return for a single annual fee per series. This, they claimed, was a much simpler scheme than Guild Learning's and less trouble for the teachers, but the uptake has not been high and some people complain that they don't wish to record a complete series.

But even these schemes, welcome though they have been, have not answered the needs of most teachers. They make no move towards facilitating the recording of drama or light entertainment programmes, or even documentary series which contain a lot of archive material or work by actors and musicians. The reasons for these restrictions are once again copyright and performers' protection, for while the television companies are sympathetic to the needs of education, they say they cannot afford the extra fees demanded by the performers.

The only other avenue for teachers is to acquire copies through TV video sales, which only cover a small selection and the prices are generally high. If not prohibitive, or to negotiate individual deals with companies.

None of these schemes is going to ease the teacher's basic predicament. For all that they are being allowed to record, there is a mass of valuable material being transmitted night after night and allowed to go to waste as far as education is concerned. At a time when there is growing concern about the influence of television on children who spend 2½ hours a week watching the box, this is a serious indictment of the law as it stands.

So what are the chances of the situation changing? One thing is sure: there will be a lot of opposition from the performers' unions and the video industry which regards the proposed levy as a tax on its tapes. Anyone reading the national press since the Green Paper appeared in February will have been struck by the impassioned appeals on behalf of commerce and the consumer. They will not have learnt how essential this levy is to education.

Unfortunately the commercial interests opposing the levy will also be the loudest lobbies to the DTL. If that is allowed to weigh with the Government, then educational interests will stand no chance.

But there is some hope in the fact that the Government has already done a complete about-turn in its attitude to a levy on blank tapes. In 1977 the Whitford Committee, set up by the Government to produce proposals for copyright legislation, advocated a levy on equipment to cover the taping of television programmes; educational institutions were in addition to pay a statutory licence to entitle them to record anything. The Government rejected those proposals in its last Green Paper on the subject in 1981. It regarded the levy as rough justice on home viewers who were merely using their recorders to "time-shift" programmes and a levy on blank tape was rejected as too small to be worth collecting. It also rejected the additional charge to education on the grounds that it would be expensive for the education authorities. Since then, they have come under heavy pressure from various lobbies including education and they have revised their view of the tape levy. Having swung this far, there will be an outcry from teachers if they go back on the principle of their new proposals.

According to the Department of Trade and Industry they have already received hundreds of responses and there are still some days to go before the closing date. Among them are documents from the film, video and television industries, from education and from private individuals.

BBC and ITV are, perhaps surprisingly, going in to different lobbies. The BBC is backing the idea of a levy but arguing that it is too low. According to Stephen Edwards, the BBC's Head of Copyright, they are in principle in favour of all broadcast programmes being available for educational use, but only if the rights owners are fairly compensated, and they do not feel it is appropriate for schools to pay the same rate as home viewers. A five per cent levy on a £5 video tape is, they say, inadequate. So, they are advocating that educational institutions should pay an annual fee over and above the levy, as originally suggested by Whitford. But the BBC also wishes clarification on one area which several people are concerned about — what exactly does the Government understand by "educational" use? Does this cover film societies, ante-natal classes

or industry's training schemes? When do they draw the line?

The ITV companies are opposing the levy. The Independent Television Companies Association has the ludicrous task of presenting a single response on behalf of its 15 ITV companies and TV-AM, all with different cases. They also have their own licensing schemes developing. According to David Shaw, General Secretary of the ITCA, they have opted to back the latter and not support the levy. As for as home viewing is concerned they would happily legalize it for no fee at all. But for education, they wish to build on the schemes which are already under way. That means charging an annual fee on the Guild Learning model, and asking teachers to log all programmes they record; but their long-term aim would, he says, be an "all-embracing, unified scheme", with all licences and payments collected by the one central body.

The Government looks unlikely to accept these schemes. They reject them in the Paper as too difficult to extend: "So many different rights owners are involved that it has not been possible in practice to obtain the necessary copyright clearances and it may be that in this area the right to prevent production is opening too generously."

Another interesting response is the British Film Institute's. As a body which incorporates one arm for film production, another for film and video distribution, and yet another for education in film and television, it represents potentially conflicting interests. According to the Director of the BFI, Anthony Smith, it is choosing to come down firmly on the side of a levy, but at as high a level as possible. As educators, they acknowledge the recording is going on all over the place illegally and necessarily so, but as film producers they ask for adequate compensation to provide a central fund, 30 per cent of which would be ploughed back into film production, 70 per cent for distribution to all the rights holders, including performers.

One of the strongest voices for education is the Council for Educational Technology. According to Geoff Crabb, their Rights Development Officer, it too is backing the levy for off-air recording in educational establishments but advocates that it should permit further copies of the first recording to be made to facilitate group and individual viewing. However, it does not consider that the levy is sufficient to compensate producers and contributors for the copying of audio and video material, so it argues that additional statutory licensing should cover this. And like the BFI, it is worried about the definition of education and suggests that some method of registration with an arbitration procedure may be necessary as the move away from institutionalized education continues.

The Green Paper stresses the administrative costs of the levy — to be collected and divided among rights holders by a Collecting Society — must not leave the rights holders without substantial compensation. So, if education is to have a sound argument against the industry's appeals, it must be willing to pay a practicable sum.

What can educationists hope to get out of it all at the end? At all costs they must retain the principle of the right to record all television output and to retain it for as long as they like. If they feel that now, there is no foreseeable prospect of ever regaining the right to anyone who appreciates the value of television output in this country and its benefits as an educational resource, or its importance in children's lives and the urgent need to teach them how to use it. Whether that right comes in exchange for a five or 10 per cent levy, or even at the cost of an additional but affordable charge, it is essential that the Government accept the principle of educational access to the media and place it at a price that education can afford and rights holders cannot deny.

The Recording and Rental of Audio and Video Copyright Material (Cmd. 9445)

Age-old story

CONTINUING EDUCATION
The Coming of Age
BBC1, Sundays 10.40 pm.

"The vicar came up to me at the funeral, and I suppose I looked all small, in black and that, and he says to me, 'Don't grieve for him, you'll meet him in heaven.' I thought, I hope to Christ I won't, I've had enough of him here."

The indomitable Nellie Herring, 80-years-old with a lover of 70, with whom she enjoys a sing-song at the pub and "a nice lay down" after Sunday-morning drinks — "If you still enjoy it, then 'ave it" — introduced the BBC's documentary series on old age. This first programme, on the vitality and positive contributions of old people, was the longest in the series and set an affirmative note; the rest, on such topics as senile dementia, the after-effects of bereavement and caring for elderly people at home, were more sombre but not gloomy.

Our negative images of old age centre on infirmity and imminent death. In contrast, this first programme showed us men of 65 whose country walks and gardening were more vigorous than ever; Dame Geraldine Acres whose mind was as acute and whose social conscience as active as ever; Gladys in the baker's shop whose flirtatious vivacity was undimmed by approaching retirement and Nellie Herring's remembrance of the Good Old Days as less enjoyable than the present.

The fear of death and physical limitations were not shirked, but stress was placed on the positive roles that long memory can play: groups of O.A.s in school in Cambridge working with kids, neighbourhood memoir-publishing projects. Yet of course there is the loneliness. For every Nellie Herring, there are pensioners who stay up at night to say good night to the radio or television, who feel their empty house rattle and yearn for a vanished voice. The need for touch does not diminish (as numerous studies on the value of pets have shown) as the individual grows less tactilely attractive.

So is it better to move into a home? "Saying 'Home' is the second programme, showed how and why many old people prefer to remain in their own environment. Two old sisters living in Richmond-on-Thames played duets, all made possible by their home help of 17 years. Less fortunately, another was "on her own when I leave her Friday until I come again on Monday", but still valued her own setting and her own relationship with her cleaner.

The home help system, whereby each help looks after six to 10 people a week, is a safety net too. We saw what happened when crisis strikes and an old lady collapses with amnesia and dust clinging around her. In Thanet they have introduced an alternative system to the expensive institutionalizing of the old. A round-the-clock service using part-time workers ensured that Mr Donegan, for example, had someone to keep him clean, get him up in the morning and tuck him up with his brandy at night.

Of course, many old people live with their sons and daughters; not always without friction. The third programme, "In the Family", explored some other alternatives to your own place, whether with relatives or sheltered accommodation. And some people are extremely difficult to care for. "Dementia", the fourth programme, looked at how we provide for the 20 per cent who suffer from senile dementia. A psycho-geriatrician explained the whys and wherefores and carers shared their experiences.

The series ends on an upbeat. "Taking Action" looks at the action groups for pensioners which have sprung up of recent years. The tough and funny Mrs Oly Hollingsworth from Tooting Pensioners Action and the unquenchable Jack Jones voice some common discontents (from bus passes to pensions) and remind us how large a section of the voting public the retired form. This was an excellent series, which must be repeated.

Victoria Neumark



Power politics

Jessica Saraga on a Schools Television series about young people and politics

SCHOOLS TELEVISION
Politics and You
BBC2 Mondays 9.38am from April 29.
Repeated Fridays 11.44am.

The message of *Politics and You* is that politics is about power, and if you think it doesn't concern you, just see how you get on in a situation where you don't have any. Authority's power and the individual's rights can be very relevant to the 14 to 16-year-olds this series is designed for.

Programme one, "You and the Law", investigates the new "stop and search" powers enjoyed by the police since the Police Bill became law. A highly-articulate black Manchester youth tells what happened when he was stopped and searched — a racist verbal abuse, facial injuries, a charge of assaulting the police and using insulting behaviour, a guilty verdict and a £30 fine. A somewhat aggrieved policeman (not involved in the same case) complains about the police's image, maintains there's no problem if you're innocent, and blames people who've been stopped for not liking it. Whether you think it's fair, says the

programme's narrator, depends on which side you're on; realistically, there's no attempt to pretend that sides isn't what it's all about. Many of the programme's target audience will know that the Police Bill hasn't actually made that much difference anyway; you could always be stopped and searched if the police had reasonable grounds for suspicion, and what gave them reasonable grounds was the fact that you had an objection. A widely staged, wonderfully anarchic netball game, with the goal posts carried in triumph to the ball, illustrates the need to have laws at all. There's discussion too of how laws are made, and how pressure groups such as the Animal Rights Movement can try to get them changed. Other programmes in the series deal with minorities, the role of Trade Unions, and state redistribution of wealth through taxes and benefits. There's a balance between decision-making, and experience at the sharp end of decisions that are made.

Taking on the system is the theme of programme four, "Bradford — a local issue", which is about an action group set up on a housing estate when the flats got flooded and turned out to be jerry-built, but the council did nothing about it. The programme illustrates how private pressure groups like this can make themselves felt, though not all will have the good fortune to have a member like Sandra Graham, a big, formidable woman, with a sense of humour and anger behind her eyes, who moved inexorably towards her goal of justice and compensation. But the fate of Newby Square was still in doubt at the end of the programme, with the Tories on the council in favour of selling it off to a private landlord, and Labour, supported by the Action Group, saying that the only solution is to flatten it and think again. This, of course, would cost.

"It is political," says one of the councillors, "because the government in power is not that much interested in building council houses." Sandra Graham, now with many other tenants successfully housed, looks back in some wonder at the progress of events, and agrees: "Newby Square is a political issue. Though all we thought was we were fighting for our homes."

Action man

CHILDREN'S TELEVISION
Duncan Dares
BBC1, Wednesdays 5.10pm.

Currently appearing on stage in the West End musical *Pump Boys and Dinettes*, but in his time also a National Theatre actor, a singer and television presenter, Peter Duncan is a showman to the core. Like the American journalist George Plimpton (or come to that the Brian Johnston of a generation ago who used to lie down in the path of trains) he will do anything if there is a camera or an audience there to see him.

This comes over very clearly in *Duncan Dares*, a first-class documentary series for children which has him working his way through a whole range of activities too dangerous, expensive, elaborate or just plain daft for him to have attempted in his *Blue Peter* days.

In the first programme he learned to be a stuntman. He was taught how to leap off a 30-foot building and get the leap off of two things to crash a car. Then he was shown how to crash a car. Then he was shown how to run in the nick of time and did it, escaping in the nick of time with his clothes in flames so that he had no alternative but to "leap into" the murky waters of the River Thames.

"Stuntman" was light and fun to watch; a good opener for the series and of course the perfect vehicle for Duncan, the Showman. Quite properly, later programmes don't let him off so lightly. In "Commando: Yomp" he has a company of Royal Marine Commandos on an eight-hour, 30-mile speed march across Dartmoor. Though he has trained and trained (and taken every precaution against "Jogger's Nipple") he is no match for the appalling weather of the moor. Wayne, Steve and the other members of his group "They disappear into" the distance and the Army puts a stop to that particular dare after a mere 23 miles.

Peter is visibly disappointed; it is as though he has let down his audience. But paradoxically, this "failure" makes for far more effective television. The most memorable moments of the series come at such times when the camera catches a close-up of his face, dazed after "the crash", despairing on Dartmoor, and he is caught off-guard. The showman is glimpsed behind the scenes; the full realization of what he has let himself in for is there in his eyes, and just for a few seconds the audience at home can go home.

Hugh David

briefings radio & tv

For schools

DOCUMENTARY RE-RUN
(Friday, April 26, 11.39 ITV)
The first of four programmes on the USA, "Promises" investigates how far the Americans still believe that their country is the promised land.

CSE ENGLISH
(Monday-Friday
00.30, VHF4)
Resource programmes to give an introduction to 10 of the books most frequently set at CSE and O level. Includes "Lord of the Flies", "Macbeth", "Cider with Rosie" and "Kes".

LET'S GO MATHS
(Tues 9.47, Thurs 11.02, ITV)
Presented by Lesley Judd, "Look Who's in the Mirror" introduces first-year infants to symmetry with a song, a story and an activity with cards of happy and sad faces.

WALRUS
(Tuesday 11.17, BBC2)
"Guess What?" is a game about reading based on a book by Michael Morpurgo, "Friend or Foe". Here 11 to 13-year-old slower learners get over the difficult part: understanding the words.

WAYS WITH WORDS
(Tuesday 11.32, ITV)
Is it wrong to daydream? Should fantasies be an escape from the real world? Eight and nine-year-olds see how Frances weaves her own stories around the things she discovers in the attic.

FIRST STEPS IN DRAMA
(Thursday 9.50, VHF4)
The Secret of the Hill is a three-part unit to encourage seven to nine-year-olds to create their own drama. A fantasy tale links the legend of King Arthur to the present day.

TALK TO A SPORTS STAR
(Thursday 10.25, VHF4)
Primary children are invited to talk to the sports star of their choice in this special phone-in series. Includes stars from the world of athletics, table tennis, swimming and cricket.

LISTEN
(Friday 14.40, VHF4)
The Listen decide-it-yourself cliffhanger series offers the first episode of a story to be continued with the help of eight to 11-year-old listeners.

General interest

THE ELEVENTH HOUR
(Monday 22.30, C4)
Two films from Russia presenting interviews with ordinary people on the streets of six Russian cities. How do they feel about "the other side"? Are they concerned about the arms race?

LET THERE BE NO MORE WAR
(Thursday 19.40, Radio 4)
Gordon Clough goes to the Soviet Union to look at the impact the Second World War had on ordinary Russian communities and families, describes the solemn ceremonies to mark the end of a war which killed 20 million Russians, and asks if Russia really wants a rapprochement with the West.

4 Television Programme Recording

4 Titles Available for Week Commencing Sunday 21st April 1983.

Sunday 21st April
5.30pm The Business Programme see code F
Monday 22nd April
4.00pm Confidential Tales: Arrest & Bail see code C
5.30pm I Could Do That: Getting Started see code B
Tuesday 23rd April
5.30pm Low Tech: On Reflection see code B
Wednesday 24th April
4.00pm The Reports see code B
Thursday 25th April
11.00pm Design Matters: Cookers or Lookers see code C
1.30pm Onions & Potatoes see code C

Friday 26th April
7.30pm The Big Day see code A
8.15pm A Week in Politics see code B
10.15pm The Single Life: A Matter of Circumstance see code C
Saturday 27th April
1.00pm Back & White: A Road All Over see code B
8.15pm 20/20 Vision: Trilogies see code D

For More Information Contact:
TV Recording Licence Dept.
GUILD LEARNING
8 Ryves Road Peterborough PE1 6VB
Telephone (0753) 316316

4 TELEVISION PROGRAMME RECORDING

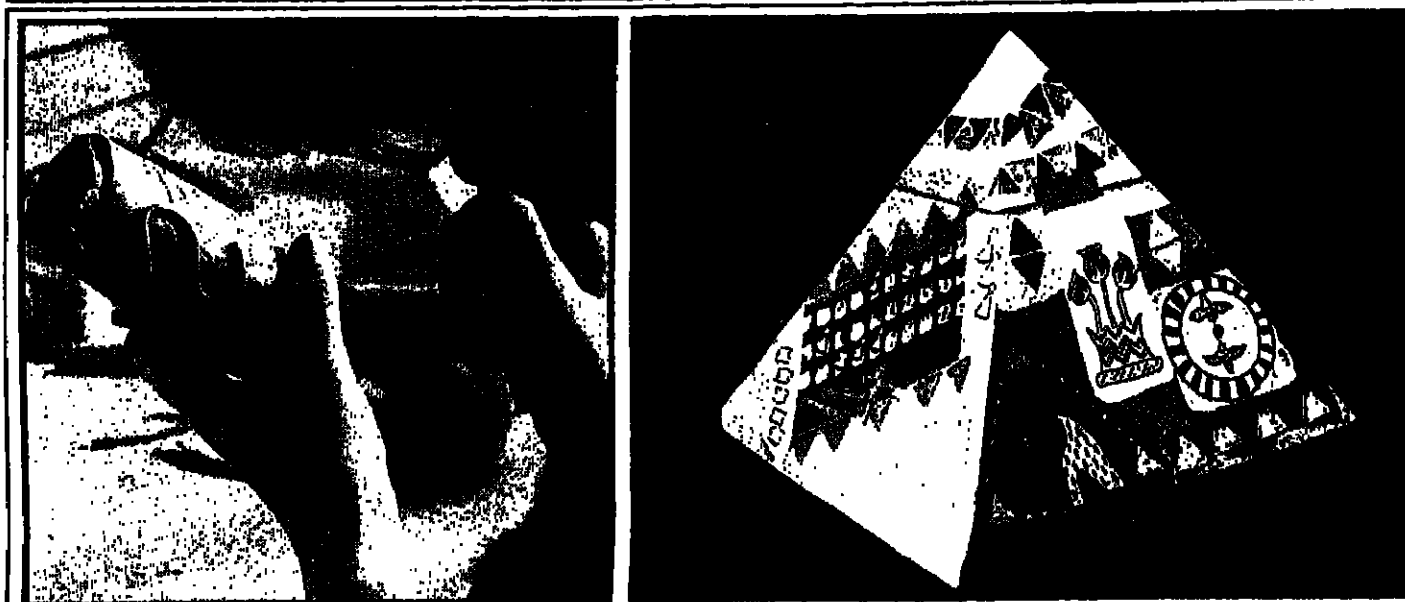
Advance Information of Programmes Available for Recording During May 1983.

Day	Time	Programme	Code
May 1	8.00pm	Ever Thought of Sport?	See Code A
May 2	11.00pm	Design Matters	See Code A
May 3	1.00pm	Right to Reply	See Code A
May 4	1.00pm	A Week in Politics	See Code A
May 5	10.00pm	The Single Life	See Code A
May 6	1.00pm	Johnnie Cornish - Series II	See Code A
May 7	1.00pm	20/20 Vision	See Code A
May 8	1.00pm	The Business Programme	See Code A
May 9	1.00pm	Confidential Tales	See Code A
May 10	1.00pm	Confidential Tales	See Code A
May 11	1.00pm	Ever Thought of Sport?	See Code A
May 12	1.00pm	Design Matters	See Code A
May 13	1.00pm	Right to Reply	See Code A
May 14	1.00pm	A Week in Politics	See Code A
May 15	1.00pm	Reclaiming The Earth	See Code A
May 16	1.00pm	Johnnie Cornish - Series II	See Code A
May 17	1.00pm	20/20 Vision	See Code A
May 18	1.00pm	The Business Programme	See Code A
May 19	1.00pm	Confidential Tales	See Code A
May 20	1.00pm	Confidential Tales	See Code A
May 21	1.00pm	Ever Thought of Sport?	See Code A
May 22	1.00pm	Design Matters	See Code A
May 23	1.00pm	Right to Reply	See Code A
May 24	1.00pm	A Week in Politics	See Code A
May 25	1.00pm	Reclaiming The Earth	See Code A
May 26	1.00pm	Johnnie Cornish - Series II	See Code A
May 27	1.00pm	20/20 Vision	See Code A
May 28	1.00pm	The Business Programme	See Code A
May 29	1.00pm	Confidential Tales	See Code A
May 30	1.00pm	Confidential Tales	See Code A
May 31	1.00pm	Ever Thought of Sport?	See Code A

A licensing scheme to enable the recording of off-air TV programmes for educational and training purposes. Educational and training institutions (excluding religious bodies) may apply to record designated television programmes transmitted by Channel 4 TV for use for educational, training and library purposes. Only designated titles may be recorded by those licensed to record. A licence fee of £100 per annum applies to each programme. A Fee Code is shown in parentheses next to the title and a Fee Code is published by Guild. To register contact Guild Learning at the address below.

Day	Time	Programme	Code
May 1	8.00pm	Ever Thought of Sport?	See Code A
May 2	11.00pm	Design Matters	See Code A
May 3	1.00pm	Right to Reply	See Code A
May 4	1.00pm	A Week in Politics	See Code A
May 5	10.00pm	The Single Life	See Code A
May 6	1.00pm	Johnnie Cornish - Series II	See Code A
May 7	1.00pm	20/20 Vision	See Code A
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May 13	1.00pm	Right to Reply	See Code A
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GUILD LEARNING
8 Ryves Road Peterborough PE1 6VB
Telephone (0753) 316316



Handiwork

Peter Dormer talks to ceramics artist Helen Ventress

"No, I don't call myself a potter although everything I do is pot-sized," Helen Ventress was not pretentious and so "ceramicist" did not fit either and the androgynous "craftsperson in clay" was out of the question. And she was right, she does not make pots as such. What did the children make of it? The children, the 11 to 16-year-olds of Rawthorpe Comprehensive School, Huddersfield, impressed Ms Ventress, resident clayperson in Rawthorpe's art department, as "nice and very direct". Ms Ventress was at Rawthorpe this term under the auspices of the Yorkshire Arts Association's craftspeople in schools scheme. She had her own

working space in the school's pottery. "Do you ever make proper pots?" asked the children. What she was doing was making pot-sized objects in clay with highly-decorated surfaces. Sometimes these would be pyramid shaped, sometimes like the hulls of boats. When the children were shown that the pyramids had lids and could therefore be described as "boxes", they were happy. Ms Ventress would ask them about ornaments or precious or prized objects they had at home, and she was generally able to convey the point that a lot of what we value is otherwise useless.

The school's pottery, and art in

general, is lively and very popular as an examination subject and the temporary addition of a professional crafts-woman was complementary to work that was already thriving.

Ms Ventress's particular interests are in surface decoration, in *graffito*, slip trailing and painting with coloured slips. The existing pottery tuition at Rawthorpe was technique and construction-orientated and so these were a useful addition.

She prefaced her 15 days' Autumn residency by visiting the school four times during the summer term. She took photographs and prepared mate-

rials including photocopied blow-ups. She used these as source material for patterned, lined and textured imagery, and she directed the children in the use of line, texture and colour, showing them how to incise and make impressions into surfaces.

Helen Ventress derived as much benefit from her work as the children: "It's influenced my working pace, changed my ideas about how much you can get done in a short time. I like the way they drop in between the end of a lesson and, say, guitar class, and proceed to make something in 10 minutes."

Introducing a non-teaching professional into the daily life of a classroom and the hierarchy of a school demands care and depends from the outset upon mutual respect. One occasionally hears stories of "placements" which have been used as an attempt to "radicalize" a school. The art department has already worked Helen's ideas into its repertoire; indeed, one of her triumphs is a set of simple well-illustrated worksheets. But the success is corporate, because both sides were well-matched and the groundwork by Yorkshire Arts, Rawthorpe's headmistress and its art department was sound.

Brick Lane Mosque

W Owen Cole on a slide-pack study of a religious landmark

In Good Faith
Slide/tape programme
Price £28.50 + £1.50 p&p
Shapiro Programmes Ltd
Available from Council of Christians and Jews, 48 Onslow Gardens, London SW7 3PX.

Fifty-nine Brick Lane is for many people one of the most famous and interesting buildings in London. Architecturally it may not vie with St Paul's Cathedral but, perhaps even more than that building, it is a landmark, a piece of living religious history.

Its life began in the 18th century when the Huguenots, Protestant refugees from France, built it. When they moved away or were assimilated, it was used by a mission seeking to convert the by-then numerous local Jews. Then it became a Methodist church, after that the Jews themselves bought it for use as a synagogue. Lastly, but one date not say finally, it became a mosque in 1976, and so it remains today.

The story of this East End building is fascinatingly told in a slide-tape study published by the Council of Christians and Jews, produced by Aunle and

Michael Shapiro. They have given the teacher an accurate, reliable, authentic and valuable resource. The package comprises 50 slides, a cassette, the text of the cassette commentary and notes providing extra information and explanations as well as bibliographic references.

The Shapiros have dug deep into the archives relating to the Brick Lane community to produce slides of important documents and pictures of the Huguenot L'Église neuve. They have also interviewed Jews and Muslims as well as other East Enders who have a story to tell. The consequence is a 25-minute programme, brief enough to fit in the 40-minute period common in many secondary schools. It can be used in a number of ways, perhaps best as a starter to stimulate local history research or to explore Christianity, Judaism and Islam and the relationship between these three Semitic faiths.

At a time when oral history is becoming increasingly popular and children are apparently flocking to old people's homes to catch the inmates before it is too late, this study comes as a reminder that the most significant history in the making is the settlement of new cultures in Britain. One of the longest resident Sikhs in Leeds died a year ago; his story unrecorded. Batley's oldest Muslim who came so long ago that he was known as "the Italian" - the word Pakistan had not yet appeared on maps and its cognate "Paki" was undreamed of - died six years ago; his tale ignored.

There may not be 39 Brick Lane in Southampton or Leicester, Bradford or Liverpool. Nevertheless, there are untapped sources for the study of recent history as well as living religion. Perhaps this production will encourage teachers to develop a new line of research. Meanwhile, however, this study can be recommended for use in schools everywhere. It may be a costly item for some schools to purchase, but every multicultural centre or teachers' centre should have a loan copy.

Bible Puzzles

For lighter moments in the religious education class, Hulton publishers have produced a set of Bible Puzzles. Aimed at lower secondary school pupils, the book sets out to provide an enjoyable introduction to some of the Bible's heroes and heroines. David and Goliath, The Ten Commandments, Crossing the

presented in the form of quizzes, crosswords, word searches and decoding exercises. The publishers present the puzzles as a way of interesting the more reluctant RE students, but stress that they are a starting point for further study, not a substitute for learning and discussion.

Bible Puzzles: From Abraham to David, Pressure-free Spirituality, published by Hulton Publishers, 20 Bedford Square, London WC1.

Day trip across the Channel

Robin Buss looks at a slide-pack to prepare for a journey to Boulogne

Boulogne Slide Series
36 slides with notes
price £12 + VAT
JAK Films, 41 Clivedon Road, Connaught's Quay, Deeside, Clwyd.

"To tell the truth, it was quite boring," said Linda, when I asked what she thought of Boulogne. Like most of the group, she had done the day trip with her school before joining my class of O-level reclusives. But when you consider the attractions of Dieppe, Dunkirk or Calais, Boulogne with its Colonne de la Grande Armée, its Cathédrale Notre-Dame and its ramparts is a pretty alluring prospect and I was more inclined to agree with Jackie's verdict: "It's all right".

Boulogne will be the first taste of France for many pupils in south-east England and a little preparation might

have helped Linda to find it less boring. This series of slides takes you from the ferry, into the harbour, past the Place Danton and the Église Saint-Nicolas, up the Grande Rue to the Old Town: the standard day trip, in fact. As well as the obligatory monument, it includes shop fronts and signs, the market, the post office, a café and the bus station, all of which can be used for language work.

The quality of the slides is generally good and most of them show scenes busy enough and interesting enough to provide the basis for several minutes' discussion or questions. In fact, the whole series needs well over an hour's viewing. A town plan would be a useful aid and some guide book information almost essential, since the accompanying notes are badly-written and give only the minimum necessary to identify the slides.



"Nursery Furniture" is taken from a new series of cut-out packs which relate to National Trust houses and contain information about the dress and daily lives of our ancestors. There are four packs to choose from. "Elizabethan Country House Costume" and "Edwardian Country House Costume" contain cut-out figures colourfully illustrated on one side, with black and white on the other for children to colour in. There is also a pack of cut-out figures for the figures to wear. "Inside a Victorian House" (above) and "Inside a Tudor House" (below) contain cut-out figures which make up four-room houses with furniture and cut-out

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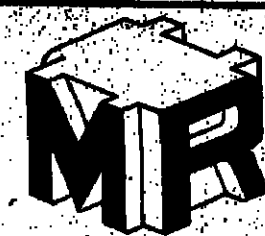
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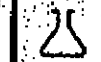
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(0202)

Selective copying

Howard Burton and Ian Morris on the use of photocopiers

Many educational institutions possess a photocopier, now known technically as a plain paper copier. These machines are usually used to make a few copies of the odd document. Large numbers of copies of documents are usually produced on offset lithographs. But copier companies are now marketing machines capable of producing large numbers of copies relatively quickly and cheaply.

South Bristol Technical College has been examining the replacement or augmentation of its present printing facility with a plain paper copier. The college produces approximately one million copies a year, equivalent to an average of 83,000 a month, with peaks and troughs coinciding with beginnings of terms and holidays.

The print room at present uses offset lithography, a process that requires a degree of skill in operation and during the course of a five-day working week needs about six hours' cleaning and servicing by the operator. The preparation of the masters from which the copies are made is a relatively lengthy process. However, offset does run at high speed (approximately 10,000 per hour) and is cheap at about 0.3p per copy, excluding paper.

Plain paper copying requires no technical skill, no making of masters and no weekly routine maintenance by the operator. That leaves more time available during the week for copying. However, plain paper copiers operate at relatively slow speeds (between

2,500 and 3,000 per hour) and the copies produced are more expensive (between 0.5p and 0.85p per copy).

In our survey of the plain paper copier market we found that only three companies sell "giant" plain paper copiers that could reliably produce in excess of a million copies per year. They are Rank Xerox, Kodak, and IBM. The capital cost of these machines however is £20,000 plus, which puts them out of the range of many institutions, and renting is in excess of £3,000 per annum, excluding copying. This will also be beyond most budgets.

The mid-range of plain paper copiers that are now arriving on the market do, however, have the capacity to handle a volume approaching one million per year, and the potential buyer is faced with a number of technical options.

Technical options

Copy Speed. The actual copies produced by the machines examined ranged between 46 and 50 per minute. Most machines take some three to five minutes to warm up at the beginning of a working day or following an extended period of being switched off.

Paper Selection. Smaller photocopiers allow different paper sizes to be used, eg A4 or A3, but require the changing of paper trays. The mid-range machines we tested often have different paper sizes available at the touch of a button, with the paper being

stored either in the machine or in a series of on-line trays.

Automatic Duplexing. Some machines will automatically print on both sides of the paper (auto duplexing). This significantly reduces production time if large amounts of duplexing is to be done.

Document Feeder. The original document which is to be copied may be placed directly on the glass top of the machine (platen) or fed in to the machine either automatically or semi-automatically. Automatic Document Feeds (ADF's) should take an original from a stack, make the required number of copies and then automatically select the next. This should allow the operator to leave the machine to complete the job. A semi-automatic document feed or stream feed requires each original to be fed into the side of the machine. On most machines the document feeders come as optional extras.

Collators. When producing copies from more than one original, it may be useful either to stack (arrange the copies from one document into one pile, others into a second pile and so on) or to sort copies (arrange the copies sequentially as in the pages of a book). Both these functions can be achieved by having a collator attached to the copier. When used in conjunction with an ADF, productivity in the print room can be substantially increased. The collator also usually comes as an optional extra.

Continued on next page

COMPARISON OF PLAIN PAPER COPIERS REVIEWED

COPIERS	CAPITAL COST	RUNNING COSTS ON 1 MILLION COPIES A YEAR	SPEED OF OPERATION	REVERSE PRINT	DOCUMENT FEED	PAPER RANGE	OPTIONAL EXTRAS
		ON £3230 COPIES	NUMBER OF COPIES PER HR.			weight in gsm	
1 CANON 271			4620	MANUAL	AUTO	70-140	NO NO
2 CANON 500 *			2760	MANUAL	AUTO	60-120	2 refills 2 refills
3 MINOLTA EP650Z			2760	MANUAL	AUTO	60-120	2 refills 2 refills
4 NASHUA 4750			2760	AUTOMATIC	AUTOMATIC	50-120	1 refills 1 refills
5 OCE1900DF			2700	MANUAL	STREAM FEED	80-200	1 refills NO
6 RICOH FT6880	RANGE BETWEEN £7450-£9600	RANGE BETWEEN £416-£666	2760	AUTOMATIC	AUTOMATIC	60-120	1 refills 1 refills
7 RONEO 248RE X2 *			5400	MANUAL	AUTO	60-90	2 refills 2 refills
8 SHARP SF600 X2 *			4800	MANUAL	AUTO	60-120	2 refills 2 refills
9 UBIX 450			3000	NOT RECOMMENDED	AUTOMATIC	70-110	2 refills NO
10 UBIX 500Z			2700	AUTOMATIC	AUTOMATIC	70-110	2 refills 2 refills
11 XEROX 1045 1055 *			5100	MANUAL	STREAM FEED	60-120	1 refills NO

* DUAL SYSTEMS Price and copy speeds for two machines combined.

Hardware and humans continued

computer room, and the computer specialist becomes more isolated and even ostracized.

The above sketch is a caricature, but it contains elements of truth. Interpersonal relationships have been affected by the fact that technology push in many schools, particularly those involved in TVET. It is a mistake which perhaps industry has made and will continue to make - can education learn from it for the future? Education is perhaps at the second of the five phases crudely summarized in the industry education comparison of Table 1. Where will it go next?

MEP as an institution may come to close in 1986, although clearly its influence will be felt for much longer. What general principles should those responsible for educational computing adopt there? The answer is to look to take the computer into the classroom too far, but certain positive aspects of the comparison should be realized and acted upon. In particular, the key factors in the school as an organization should be taken account of - ie, the people involved, their working practices, and networks of relationships between them. This will involve a study of classroom practice, learning processes, school organization, and above all the curriculum itself.

A study of this kind should be the job of some sort of "educational systems analyst" whose main skill would be the ability to communicate with people and understand their working relationships. Technological expertise would be of secondary concern.

Who these "systems analysts" should be, where they should be based, and to whom they should be responsible are questions which need to be discussed. Their ultimate aim, however, is to ensure that computers become a natural and integrated medium in the school as opposed to specialized items operating in isolation. As educational computing enters its next phase this must surely be the way forward.

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is open to everyone and has qualifications especially suitable for teachers. Details from The Secretary, Dept. CPPE, RPS National Centre for Photography, The Octagon, Milton Street, Bath BA1 1DN (Tel: 0226 40941).

Selective copying continued

Reduction and Enlargement. The newer machines on the market have reduction and enlargement as standard. This allows, for example, reduction from A3 to A4 and vice versa. Some machines reduce and enlarge over a fixed set of ratios, whereas others allow infinite variation between a maximum and minimum by using a zoom lens.

Copy Cost

The copy charge should include all the running costs of the machine, routine maintenance/breakdown service by company engineers, all spares and consumables including toner but not paper. There should be no hidden extras. The charge will vary between 0.5p and 0.95p per copy. Some companies will charge at a flat rate per month, while others have a dual charge, for example 0.95p for the first 7,000 copies per month and then 0.6p per copy for the remainder.

Services

As with all machines there are bound to be periods of "down time". Minor faults such as paper jamming in the machine can be cleared by the operator assisted by a facility showing where the jam has occurred. More major problems are dealt with by the service engineer and the "call-out time" is an important consideration. Most companies will quote four to six hours between receiving the call and the engineer being on site. The speed of after-sales service will depend to some extent on the distance between machine and the location of the engineer. A good relationship between the operator and company often helps.

The copy charge should cover all service during the guaranteed life of the machine. The guarantee will usually be for a certain number of copies (between 2.5 and 5 million were quoted on the copiers we examined) or for a period of time eg five years. For the guarantee to remain valid, the copier company will usually stipulate a maximum monthly volume for a particular machine.

Capital cost

The cost of the machines surveyed ranged between £7,450 and £9,600. Prices included extras such as collators and document feeders. The lower-priced machines tended to have smaller capacities. Some companies proposed dual systems, eg two copiers to meet the required number of copiers on a year. The prices quoted in our survey are those after discount. Dealers and manufacturers keen to sell to educational institutions will often offer very substantial discounts. All prices are negotiable, including the copy charge, and competition between companies helps immensely.

The machines that South Bristol Technical College have examined are presented in the chart in alphabetical order, and some of the main features are shown. These machines were originally quoted as being able to cope with one million copies per year and so some manufacturers suggested a dual system; Canon, for example suggested a 500 machine augmented by a 271. Any machine being considered should be tried for a minimum of one week, and most companies are willing to do this. Some will give you free copying, others will want to be paid.

The conclusion we reached is that plain paper copying using the machines we surveyed would increase the productivity of our reprographics unit when used to make a limited number of copies (no more than 50) from multiple originals. For making over 50 copies, offset lithography is still probably the best bet.

The crucial factors determining choice are budget and trial performance, but the standard of the after-sales service could be the most important determinant of all.

Howard Burton is Resources Officer at South Bristol Technical College, Bedminster, Bristol.

Ian Morris is an engineering lecturer with an interest in teacher resources.

Training plus



Training for Versatility
Longman in association with The Careers Occupational Information Centre (COIC).
"Improve Your Writing", "Improve Your Reading", "Improve Your Number Skills" £2.80 each.
"Versatility Handbook for Tutors" £2.50.

According to the publishers, *Training for Versatility* is probably the most imaginative and stimulating package yet for the Youth Training Scheme. However, rather like the larger that is "probably" the best in the world, they would say that wouldn't they? What is interesting, is that the Manpower Services Commission have presumably been sufficiently unhappy with existing YTS materials to cooperate, through COIC, with Longman in producing a comprehensive YTS resource pack.

The "Improve Your..." booklets complement an existing video, *You Got The Power*, and board games. All parts of the package stress the theme that in a world characterized by rapid change, employer and employee alike need not only skills but versatility.

Versatility training is training plus.
Arguably the major strength of these materials is that the authors have converted current manpower research into practical help for today's YTS supervisors and trainees. Chris Hayes' work on "Skill Ownership" and the work on "Learning to Learn" by Sylvia Downs and Pat Perry, have clearly been seminal. The Tutors' Handbook itself, by Christina Townsend of the Institute of Manpower Studies, is in fact an interesting illustration of this marriage between theory and practice.

Overall, the booklets are attractively presented, sound in content and innovative in approach. Only "Improve Your Number Skills" was something of a disappointment, not so much in itself, but because it went over a lot of ground covered in a very similar fashion elsewhere. The National Extension College's Support material to Channel 4's *Numeracy* series for example.

"Improve Your Writing" raised an eyebrow in its inclusion of a love letter, "...I can't stand it without you. I need your body close to mine." The significance of this, too, is not in itself but in a desire for trendiness suitably disguised as teenage relevance.

Such relatively minor criticisms aside, an interesting observation is that none of the booklets contains as many work-related illustrations as one might expect, bearing in mind that COIC is part of the MSC. COIC would probably argue that they have already produced a lot of such material, including their recent "The Skill Factor". Educators, for their part will doubtless welcome the setting of training needs within a broad social context. Even so, given Longman's connections with the MSC stable, through this cooperation with COIC, it does seem a trifle odd.

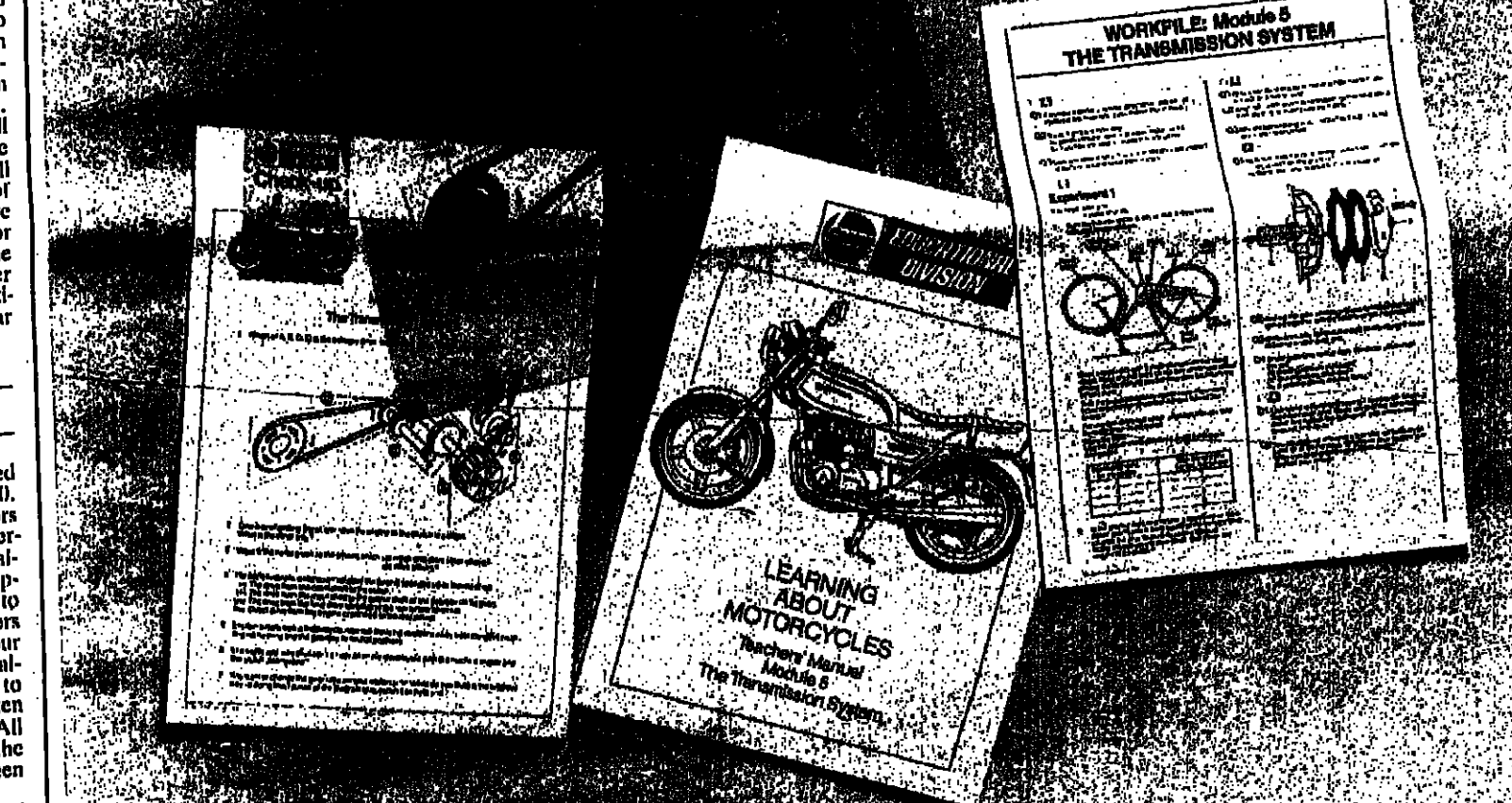
The lack of an attempt to grade the material is also regrettable - though perhaps inevitable. The "Number" booklet, for example, is at a fairly basic level throughout. "Improve Your Writing" has something to offer a much wider range of intellectual abilities.

The Chancellor's recent announcement that YTS is to be extended to two years will increase the demand for good quality materials. "Training For Versatility" - despite some imperfections - could easily emerge as a leader in the field.

Jean Sargeant

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9. The Motorcycle Electrical System
10. The Motorcycle Lubrication System
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12. The Motorcycle Maintenance
13. The Motorcycle Design
14. The Motorcycle Steering and Cooling
15. The Motorcycle Exhaust System

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EDUCATIONAL
DIVISION

Gillian Macdonald reports on a dismal prognosis for film in education; while Barry Fox predicts that in a wider context film has a healthy future

Video rising

Is 16mm film dead? Is there a future for educational film and video if the Government legalises all off-air recording from television? These were the worrying questions raised at the British Universities Film and Video Council's conference on "The Future of Film and Video Distribution" this month.

If educational video users are allowed to copy all films and programmes off television, their need for other producers could drop dramatically. If they are even allowed to copy off tapes they borrow, which may be legalised, then some, like Bob Kingston of Harris Films, say the producers and distributors could go out of business, and teachers would find themselves left with nothing but broadcast materials.

The response to this was sceptical. Small producers and distributors are indeed worried about how legislation will affect them, but where companies like Harris Films are dealing in feature films which may be broadcast, the educational producers and distributors can adapt their product to the changing market.

Distributors like the Scottish Central Film Library and Concord Films said they would be providing more towards multi-media packages, which will include micro software. Paul Jackson of Concord said they would also be stressing their "social issues" identity more, and they would look increasingly to small producers and commission more workshop projects. But the small producers too have their problems because of cutbacks. Producers like Phil Sverdlow of Jupiter Film, themselves being undercut by "cowboys" who use low quality equip-

ment and produce cheap but bad programmes. And they are unable to compete with the large television companies; they have to look to areas like careers and health education where the money is being invested.

They also have to look much more to changes in the curriculum, argued Leslie Ryder, of Video Education Magazine. LEA's former Director of Learning Resources. With 7,000 schools with one video recorder, many with up to 6-10, and 40 per cent of primary schools with VCRs, he was convinced there was a large market for the right material at the right price. But schools would not be interested, he warned, if tapes cost more than £20. Unless they were specialist subjects. If small producers were to survive, they must get together, stop competing, work on a common marketing policy - and focus on specific subject areas. Go off to the teachers' centres, but don't rely on leafletting and distributors who haven't got time to push your individual product.

The distributors agreed with Leslie Ryder about the growth of video. As far as schools and colleges are concerned, it is easier to post, store, pick off the shelf and use. And although the image is not as good as 16mm, for most of educational needs it is adequate. Concord Films and Quid Learning are doing over 50 per cent of their business in video for the first time this year.

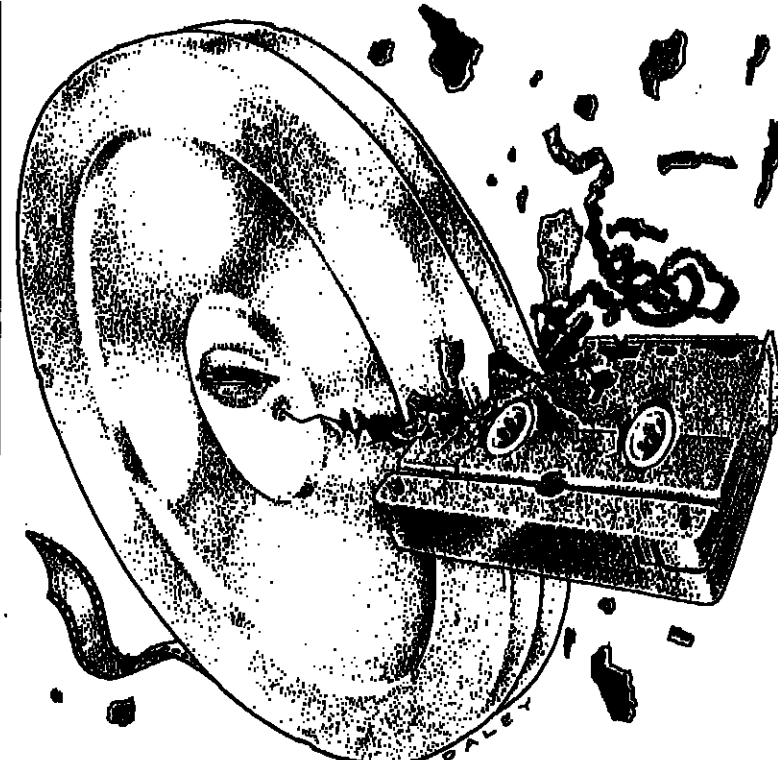
All this augurs very badly for the 16mm film producer, and Robert Boulton of Boulton Hawker Films, filmed for its scientific films in biology was there to tell their sad tale. Film has simply become too expensive for schools. Take their highly-praised film on *Amoeba*. It cost £20,000 to produce

with its special techniques in time-lapse photography and cine-microscopy. Completed four years ago, it has only sold six prints in this country at £180 each and 100 videos at £23. Ninety per cent of its sales go overseas.

One reported area of resurgence, though, was in 16mm feature films for film studies. Five per cent of Harris Film's business is now in supplying tertiary education, and Dave Watters of the British Federation of Film Societies reported over 100 inquiries about 16mm films since the beginning of British Film Year. But loud complaints came from the educationalists in the audience about delivery problems and the poor condition of prints.

So what about the future? The upsurge in 16mm feature films was not expected to last - it would probably be replaced in some areas by Sony 1125 TV which could give taped programmes much higher definition. There is evidently a good video market for educational producers and distributors to explore, but they will have to keep their prices down and anchor their products firmly in the curriculum. They will also have to work more on catalogues, preferably national ones, so teachers know where to look for materials. And they will have to package their materials with back-up support for the teacher.

A closer eye on the market, a clearer policy and a more considered strategy - that was the message for producers and distributors who wish to compete in an educational market that is rich in alternative sources from broadcast television, cable, satellite? Well, they're still round the corner.



Forward film

Ever since video recording became possible around 30 years ago, pundits have been predicting that wide-gauge cinema film will die. Since domestic video became available 10 years ago, people have been predicting that the end is nigh for narrow-gauge film. Certainly fewer and fewer schools, and home movie makers, now shoot on film; it is just too expensive. All hour of video costs around the same as a 16mm film. But there is still a lot of life left in 16mm film both for television documentary production and education.

Also there are no signs of the cinema industry switching to video. It is easy to forget the advantages of celluloid. A 16mm (or 35mm) film can be used anywhere, regardless of local TV standards. To tell video, you need at least two recorders, one to copy and the other to record. Ideally, they are connected by an editing unit which controls the sequence of films. Film is cheap and easy to roll. You look it up in the light, look at the image, cut with scissors and join with cement. There is also much to be said for the discipline of shooting on film. With video it is just too easy to keep on rolling. Because film costs so much, there is an incentive to plan and script in advance.

Most important of all, there is the question of image quality. All the publicity hype in the world cannot disguise the fact that the pictures available from current TV and video systems nowhere near match the image quality available from film. Electronics engineers are always striving to make video images look crisper than they really are. Edges are sharpened by boosting high frequencies unnaturally. But this makes the image look as if it is made of plastic. The effect is particularly noticeable on some domestic half-inch video recordings. It becomes even more noticeable when the recording is copied. And of course copying is an essential part of video editing.

Several companies, mainly Japanese, have been working on high definition television. These systems use around 1,000 lines per picture instead of the normal 625 lines for Europe or 525 for America and Japan. The results are impressive, with definition far higher than anything available from conventional TV. But no-one has yet demonstrated high-definition video pictures projected on to a screen anywhere near as large as a conventional cinema screen.

To project film, it is necessary only to shine a very bright light through the transparent film frame. The larger the screen, the brighter the light. With video, there is no transparent frame through which the light can be beamed. Most video projectors work by focussing the light from TV images formed on small, very bright TV tubes. The most sophisticated video projectors, which are used to produce large pictures for instance at closed-circuit boxing matches in London cinemas,

create something resembling a transparent film frame. A thin layer of oil is deposited by the video signal and bright light is beamed through the oil. But projectors of this type cost tens of thousands of pounds.

For large screen projection it is more practical to take a high-definition video image, and transfer it to film. But work done by Kodak suggests that even high definition, 1,000-line television can nowhere near match the quality available from film.

Lightworks at Kodak's laboratories in Rochester, New York, took pictures on 35mm movie film and then scanned the negatives in a raster of lines to produce an electronic replica of the image. They scanned in 500 lines, 1,000 lines and 1,400 lines to simulate video bandwidths of 2.78MHz (similar to domestic video) 17.0MHz (comparable to high-definition video) and 74MHz (an engineer's dream, not yet reality). At 500 lines, the film image far outstrips video. At 1,000 lines, the film again wins easily. It wins again at 1,400 lines. Kodak estimates that only a video system of around 2,000 picture lines can convey all the information available in the frame of a 35mm film. No-one has yet even tried to engineer such a system.

American company Panavision, which makes the cameras used to produce most feature films, has so far concentrated on 35mm technology. But it is now investing heavily in 16mm. Panavision believes that professional film makers who want to save money, should turn to 16mm film rather than video.

The Panaflex 16 is a new camera which has just been made available to American film studios. It runs conventional 16mm film but with a degree of precision and sophistication never before available from a 16mm camera.

Panavision makes the point that the quality of 16mm pictures is now limited by the film stock, not the camera. Because the picture frame size is smaller than 35mm, the images are inevitably less clear when projected on to a large screen. Also the perforations, which centre each frame in the camera and projector gate, are not cut to such a tight tolerance as they are on 35mm film. So there is more risk of picture jitter, which is especially noticeable on titles and special effects where one image is superimposed on another.

Panavision is calling for the film stock manufacturers, mainly Kodak and Fujifilm from Japan, to improve their grain structure and tighten tolerances. If this happens, some professional film makers may start switching to 16mm film for low-budget productions. There could then be a resurgence of interest in 16mm film as an origination medium. Schools and educational establishments could benefit from this, because with every new development at professional level there is always some spin-off down into the semi-professional and industrial markets.

At the end of 1984, Japanese camera manufacturer Konica launched an appeal for old, unwanted cameras. Konica's Photography For The Disabled scheme is aimed at collecting a wide range of old, but still serviceable, cameras and equipment which will be given to disabled photographers. PFTD is exhibiting at the Photo World consumer photographic show at Olympia at the end of April. Already over 200 old cameras have been received and some of the photographs on display at Olympia will have been shot on equipment which many people regard as outdated.

In recent years there has been so much technology on offer for still photographers, that cupboards and drawers in homes around the country have been full to the brim with yesterday's novelties. Some serious photographers firmly believe that new is not necessarily better and The Photography for the Disabled scheme is benefiting from a crazy race towards over-sophistication. Because modern cameras need virtually no adjustment, it has become too easy to shoot film and this can lower artistic standards, they argue. Whatever the rights and wrongs of this argument, the technology now available in modern cameras, of even relatively low costs, is extraordinarily sophisticated.

Albert Einstein, of Relativity Theory fame, was one of the first people to try and automate the film camera. In 1935 Einstein patented a camera with a photo electric cell that picked up light from the scene to be photographed. The electric output from the cell moved a celluloid strip across the lens. At one end the strip was fully transparent and at the other end opaque, with smooth neutral density transition in between. The more light the photo cell sensed, the further it moved the strip and the more light through the lens was blocked.

This is the basis of modern automatic exposure control. But in today's cameras, the photo cell adjusts an iris diaphragm inside the lens, or the speed of the shutter, or a combination of the two. Simple cameras take a single overall reading of all the light reflected

Shooting stars?

Barry Fox on the latest cameras

from the scene to be photographed. More modern cameras use spot metering. The photo cell is focussed on a selected spot area of the scene and reads just that point of light. Sometimes several different spot measurements are made, and the individual readings averaged by a computer inside the camera.

With an overall single reading, of all the light from a scene, exposure will be correct if the whole scene is lit in the same way. If any part of the scene is in shade, or very brightly lit, it will need more or less than the average setting. This matters if, for instance, the oddity lit area is a face or detail which is important to the picture. By taking a spot reading on the important area, and then averaging it against other parts of the scene, the camera can set a compromise exposure value which captures detail where it matters, and sacrifices some detail in areas where it matters less.

The latest, and most expensive Olympus camera gives the photographer a wide range of averaging options. In fact cameras like this, because their automation is so sophisticated, need skill to operate. The photographer must choose which automated option is best for the shot in hand.

Automatic focussing is now a standard feature on many cameras, and is also not a new idea. Early auto focus cameras worked by a clumsy pendulum system. The idea was that when a photographer pointed the camera at the face of a subject, the angle of tilt, as sensed by a pendulum inside the camera, would give some indication of the distance. At close range a camera is horizontal if it points straight at the subject's face; at longer distance the

camera points down slightly. But the idea was a disaster in practice because it only worked on flat ground and assumed that all photographers and their subjects were of exactly the same height.

Out of this failure came various successes: seven quite different auto focus technologies have emerged. Polaroid developed a sonar or echo ranging system which is used in Polaroid instant picture cameras. A miniature microphone emits bursts of ultra sound, which are of a frequency too high to be heard by humans.

These bursts last only one thousandth of a second each and are a carefully chosen mixture of frequencies, so that the system is not confused by stray ultra sound in the area. As the sound pulse is emitted an electric clock inside the camera starts counting and the miniature ultrasonic loudspeaker switches function to become a miniature ultra sonic microphone.

It picks up any sound which is reflected from the subject to be photographed and the clock registers the time when the reflection arrives. This gives a telltale of the subject distance. The camera lens is then moved, almost instantaneously, to a position which matches the distance travelled by the reflective sound. The image on film is thus automatically focussed. The system has the advantage that it works in the dark, but it can be fooled, for instance if an attempt is made to shoot through wire fencing or glass.

The other approaches are optical. One idea, usually incorporated in budget cameras, copies the way humans see with their two eyes. Two range finder lenses on the front of the camera project a pair of images onto a light sensitive chip inside the camera. A mirror is pivoted under servo control until the two images are brought into exact coincidence. In practice this is when there is maximum contrast in the image. At the same time the camera lens moves to adjust focus.

This type of simple system can be easily fooled. It may mistake close white or grey objects for distant sky and focus in error on infinity. Some other cameras have an infra-red light source spaced apart from an infra-red sensor. The source produces a pencil beam of invisible infra-red light which is scanned like a search light across the scene to be photographed. When the sensor picks up a

reflection the angle of scan is of the subject distance and the focussed accordingly. This system thrown into confusion by anything which emits its own infra-red radiation.

The latest optical systems, used in both still and video cameras, taps off a little of the light coming through the main lens and splits it into two sub-beams. These are imaged on a solid state light sensor, such as a charged coupled device.

If the main camera lens is correctly focussed, the two split images are aligned or spaced apart by a known distance on the sensor. If the main lens is out of focus, the sensor registers that the tiny images are too close or too far apart. It then outputs an electronic signal, usually a digital pulse train, which controls a small motor. This drives a gear train which turns a focusing ring on the lens. As the lens turns, and the focus adjusts, the two split images on the sensor move. When they reach the pre-set distance apart, the motor stops turning because the main lens is now in focus.

The latest Minolta camera, the model 7000, claims to be "the world's most advanced" and able to make owners "as picture perfect as the most seasoned professional". The Minolta 7000 certainly contains some interesting technology, but there is some important small print to be read in the advertisements. In daylight the camera focusses by the split image technique. There is a small motor built into the camera body which drives a gear train to turn the focussing ring on the main lens. This motor runs at four speeds, ranging from fast when the lens is seriously out of focus down to very slow when it requires only fine adjustment, and as the split image on the sensor approaches optimum spacing.

Normally split image focussing systems like this can only work in daylight. The Minolta 7000 performs the apparently impossible trick of focussing in the dark by emitting a burst of infra-red light and imaging it on the sensor through the main lens and splitter. The infra-red light is chosen to have a wavelength close to visible

Continued on next page



Photography

On pages 20-21 we present the results of the TES Schools Photographic Competition.

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1985/86

Independent Television provides a wide variety of programmes for schools and colleges.

Listed below are the series being transmitted in each ITV region.

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An introduction to mathematics
Start the day 6-7
Religious education
Stop, look, listen 6 and over
Environmental studies, language development
Seeing and doing 6-7
Topic-based miscellany/music/micros
All year round 6-8
Science and health topics
Junior maths 7 and over
Mathematics
Gather round 7-8
Religious education

Finding out 7-9

Geography, social studies
Going places 7-9
Topic work/geography
Starting science 8 and over
Approaches to science and technology
Ways with words 8 and over
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Picture box 8-11
Creative stimulus
A place to live 8-11
Natural history
History around you 8-12
History
Good health 8-12
Health education
How we used to live 8-13
Social history
Animals in action 8-14
Natural history

Tomorrow's people 9-12

Living in a multi-cultural society
The micro at work 9-13
Computer use
Middle English 9-13
Talking, reading, writing
Night Middle
For deaf children
Living and growing 10-13
Sex education
Scientific eye 11-13
Scientific ideas in practice
Believe it or not 11 and over
Religious education
Your living body 13 and over
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The German programme

Secondary
German
Craft, design and technology
Secondary
The English programme 13-18
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Family affairs 14 and over
Parenthood and social education
New people and politics
14 and over
Political education
History in action 14-17
Twentieth century world history
Starting out 14-17
Personal relationships, social and life skills
Physics in action 14-17
O-level, CSE and 16+

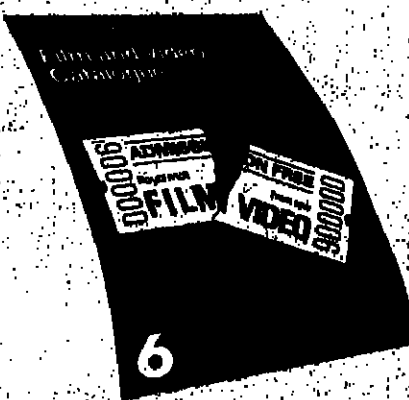
Chemistry in action 14-17

O-level, CSE and 16+
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Documentary re-run 14-18
Modern China 14-18
The heart of the dragon
A question of economics
15 and over
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Cut!

Classroom Photography
by Carol Colledge
£8.50
Published by Ilford UK Sales, 14-22
Totterham Street, London W1.

Classroom Photography provides a blueprint for a potentially highly stimulating and radical approach to teaching the subject in primary schools.

Coming from the company responsible for the *Ilford Manual of Photography*, one of the standard reference works on photographic materials and darkroom techniques, the present work, also described as a "manual", is a totally different affair. Its subtitle - "A Complete, Simple Guide To Making Photographs In A Classroom Without A Camera Or Darkroom" - says it all. A camera, or at least, a shoebox with a pinhole at one end, makes its first appearance on page 149, and conventional photography with a camera and film is discussed in a one-page postscript as "The Next Step".

This is very definitely not a book about how to take better pictures, but, as Ilford research fellow, Christine Bailey, writes in her foreword, "an exploration into the use of light-sensitive materials." Its aim is to give children an understanding of the properties of photographic papers, fixer and developers, and of light itself, through a series of practical experiments. It also suggests an innovative approach to science teaching, using simple photographic techniques to illustrate and record some of the most basic laws and properties of light, heat, liquids and solids.

The experiments are arranged in two sections: "First Steps" and "More Ideas". Four distinct techniques are



Umpteen ways

Bill Hicks on a radical approach to teaching photography in primary schools

described in detail: "sun pictures", using only natural sunlight to print the images of various objects on to paper, then fixing; "chemograms", using developer and/or fixer like ink to paint designs directly onto the paper, and explore the light-dark effects which result; "photograms", the most familiar technique for printing the shapes and shadows of objects directly on to paper; and, most fascinatingly, "photo-batik", using skin cream to mask selected areas of the paper from the effects of either chemical.

Other simple techniques like contact printing are introduced, and more ambitious designs combining and elab-

orating these techniques are described in the second section. A whole section is devoted to the application of these techniques to science teaching. Perhaps the most successful experiments here are those looking at the properties of light - the tracing of a slit-beam of light through a jam-jar full of water to show the refraction, reflection and focusing effects of a simple lens.

Despite its clear bias towards science teaching, there is much here to interest art teachers, especially those previously shying away from photography for lack of funds/facilities/personal expertise. One fascinating aspect of

the work - the creation of a strange, muted palette of colours on black-and-white paper, by the careful mixing of fixer and developer on paper, is only fleetingly referred to in the text and could be the basis for hours of experimentation.

The rather dry, laboratory-manual organization of the text (Objective, Method, Items Needed, etc) is nicely offset by an abundance of illustrations. These are almost all examples of work by children from three primary schools in England and also from the Ilford-sponsored Centre of Didactic Photography in Italy. Most of the pictures are interesting. Some, like the pinhole-camera view of the duomo in Milan, are splendidly eerie, and one or two of the photo/batik prints are genuinely beautiful.

Perhaps the chief strength of this manual is Carol Colledge's extremely practical approach. She has clearly worked through these ideas with groups of primary school children, and devotes a fair amount of space to reassuring teachers about the safety aspects (In fact, basic monochrome photochemicals are pretty innocuous), and the relative ease with which most of them can be set up.

Inevitably, being a sponsored production, every opportunity to mention Ilford paper and chemicals is taken. But Ms Colledge does not fail to point teachers towards the back pages of popular photo-magazines, where advertisements for dirt-cheap, usually unbranded and out-of-date photographic paper and chemicals are to be found. For many of the experiments, exhausted chemicals are actually recommended; and the manual could almost be subtitled "umpteen uses for fogged photo-paper".

My one criticism of the book is its slightly exaggerated use of the "manual" format. All those sections and sub-sections, the inevitable lengthy introduction complete with a whole spread on "how to use this manual", and the elaborate graphic symbols, seem a little unnecessary. Simply more pages to turn before reaching what, by any standards, an excellent fund of ideas which ought to fire the imaginations of teachers in all disciplines.

Technical boost

A new impetus has been given to photography in primary schools by the introduction of a City and Guilds qualification for non-professional photographers.

Throughout the past year, a small team led by an ever-enthusiastic Frank Hawkins, HMI, has been putting together an examinations scheme which should appeal to all photographers, young and old, who are anxious to improve their grasp of photography. It is open to youth-groups, camera clubs, teachers' centres and colleges of further and adult education, and will provide an opportunity to study a wide variety of photographic aspects on a flexible, short course, modular basis.

The scheme is designed mainly for amateur photographers, though, of course, it would also cater for professionals who may use photography in the course of their work, and wish to learn or polish up their technique.

Each module has been designed to provide a single course leading to an examination and the award of a certificate, or it may be combined with other modules to provide a more integrated course leading to a Grouped Course certificate. The modules may be taken in any order, though the content of some may pre-suppose familiarity with the others.

At present six modules are being offered: starting photography; portraiture; introduction to black and white photography; documentary photography; landscape photography; and introduction to colour photography.

Every effort has been made to devise modules which will clearly meet the needs of prospective course members. Each syllabus states exactly what the photographer should be able to do and know at the end of the sessions, and provides ample notes of guidance. The essentially practical approach, free of esoteric nonsense, is particularly striking. Unlike so many examinations, the assessment is closely geared to the aims of the module, the emphasis generally being on the practical, with only the essentials of background theory being included.

City and Guilds have identified and sought to fill a major gap in photographic education, and if this scheme is taken up to the extent it richly deserves, it could make a radical difference to the teaching of photography.

Further details of scheme (923) may be obtained from the City and Guilds Institute, 46 Britannia Street, London WC1X 9RG

Robert Leggat

Shooting stars

continued

that it focusses at the same point as the visible image. The electronics needed inside the camera to handle all the necessary computation is daunting. There are six integrated circuits and 130,000 transistors.

The snag, hidden in the small print of the advertisement, is that the camera relies on a matching flash gun to emit the infra-red light needed to focus in the dark. It also relies on solid state memory chips which are built into every Minolta lens intended for use with the 7000. The chip in the lens provides the onboard camera computer chips with pre-programmed data on focal length and aperture range which are essential for the auto focus calculations. Conventional flash guns cannot provide the necessary infra-red beam and conventional lenses do not have the necessary chips built in. So a photographer with a collection of lens and flash accessories, even for other Minolta cameras, will not be able to use them with the new model 7000.

This is the price that photographers must pay for keeping up to date with the latest technology. The Minolta 7000 costs £300, extra zoom lenses cost as much again and the matching flash gun is £65. So re-equipping is an expensive business, and it relegates existing accessories to the drawer cupboard - or better still to the Photography For The Disabled collection of discarded equipment.

Magical influences

Bill Hicks attends a conference on the role of the photographer in education

The Arts Council's policy towards education in general, and photography in particular, has been in a fluid state for the past few years. There is now a clear policy to discriminate in favour of projects which are "explicitly educational". The result should be a conspicuous increase in the participation of independent photographers in schools and colleges.

Underlining its new commitment to photography in education, the Council has, within the last month, published a 144-page report on the subject; and mounted a conference for 130 photographers, gallery workers, educators and administrators to discuss its findings and implications.

The report - *Independent Photography and Photography in Education* - is the product of four years research by film/video photography teacher and writer Jim Hornsby. Overall, it presents a compelling case for the value of collaboration between professional, but non-commercial documentary and "fine art" photographers and the education system, at whatever level. It finds itself strongly in accord with the Arts Council's current education-oriented funding policy.

But - as Jim Hornsby made abundantly clear in his introductory address to the conference - the area is as complex and as beset by problems as is education itself.

At the heart of the report are 18 concisely-written case histories, ranging from the three-day placement of a photographer in a primary school, to three-year residencies in polytechnics, and to community-based projects. The work of established photography centres, such as the Side Gallery in Newcastle, the Cambridge Darkroom, Southampton University's Photographic Gallery, and Little Ilford

School in London, covering the past seven years, is appraised.

Generally, even the least successful projects are found to have contributed something - to the participating photographers' own work, to the children or students involved, and to the life of the school or college. In the best cases, the joint venture achieves a magic which permeates throughout the curriculum and even into the local community and becomes a catalyst for a range of other activities.

Often, it seems, this has happened despite, rather than because of, the intervention of administrators, educational or artistic. Jim Hornsby distilled the problems he had encountered into five areas:

- The persistence of damaging stereotypes of independent photographers as dangerous subversives, extremists, anarchists, etc, etc;
- The impenetrability of the school community, with its timetables and implicit subject hierarchies;
- The artificial host-guest relationship in which photographers are often placed, where administrators think it more important to match personalities than to define aims;
- The lack of continuity which is the inevitable result of brief residencies, lack of an overall strategy, and paucity of resources to provide follow-up in local centres;
- At the root of most problems, the perennial one - money.

Jim Hornsby's basically optimistic thesis and his approval of the Arts Council approach, did not go unchallenged.

The first cry of dissent came from Sue Davis, director of London's Photographers' Gallery. Education, she said, was being offered a wealth of creative talent from the independent

photography sector, and it wasn't responding. It was being offered cheap labour, and it wasn't interested.

This view became known as the "photographic mercenaries" issue and resurfaced frequently: it was not resolved, and probably never will be. It could probably be put into Jim Hornsby's "damaging stereotypes" category - the school as the phillistine exploiter of cheap labour - and like most stereotypes, has a grain of truth in it somewhere.

The second main speaker, ILEA's Art Inspector Norman Birch, gave the progressive local authority version, with a few surprises. His main theme was that rapid change in educational structures, whether or not welcome in itself, would create new needs and opportunities for participation by independent photographers. The new exams, GCSE and CPVE; the "new" recognition of the needs of 16 to 19 year olds; the trend to more open further education institutions: in each case, Mr Birch felt, the creative, critical photographer could inject a much needed interdisciplinary spirit.

He admitted his own field, art and design education, was so deeply addicted to practical work that it had ignored theory and was bounded by a dangerously restrictive, Western European, elitist view of the world.

He had been impressed by the power of photography as a tool in multicultural education, by the way it brought new images into the system, and by the way its practitioners encouraged critical awareness of images.

But he also warned against what he saw as a "lack of seriousness" in the running of independent centres: they should be able to relate more closely to the needs of institutions and teachers, and the world outside. To achieve this,

they would have to be able to synchronise with educational planners - that is, commit themselves to projects two years ahead.

Which point, independent photographers protested, was typical of the Catch 22 world in which they were being asked to function. How could a photography centre, whose very existence was the subject of painful annual negotiations, and whose workers might depend for part of the year on the dole, be expected to make plans on equal terms with the relatively secure educational institutions?

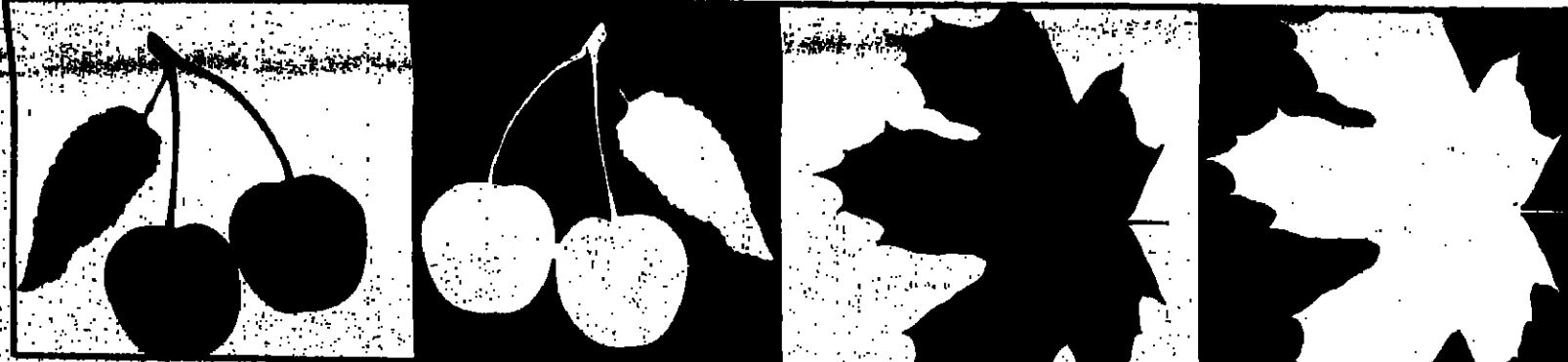
The third speaker, independent photographer Maggie Murray, painted the bleakest picture.

Her own experience as a member of photographers' agency, Format, where she was constantly being asked for information on how to train, convinced her there was a substantial problem. She had participated in heavily oversubscribed weekend courses for women interested in photography; she was painfully aware of the inadequacy of existing centres, however well intentioned, to meet it.

Part of the Arts Council's education policy statement of 1983 says: "Co-operation is a relatively simple concept when it is only a matter of linking facilities and resources. But proper collaboration can only come about through mutual understanding and shared aims."

During the course of multiple semi-annual discussions of this statement, it became clear that "relatively simple" is not a useful phrase in any consideration of the arts-education mainstream of 1985. The air was thick with protest: that facilities and resources were arbitrarily distributed, for example.

continued on next page



Top: a positive picture by contact printing and a negative picture by reflection printing. Below: from left to right: a contact print; an outline picture; a contact print and a first print. The pictures are illustrations in the book.

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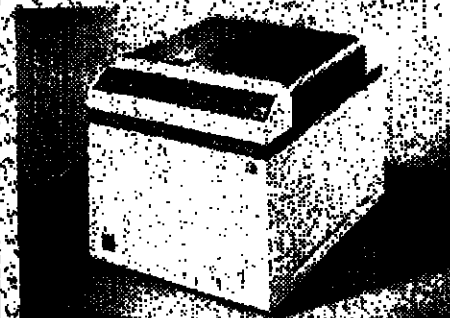
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Reviews
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Two faces of conservation

by Francesca Greenoak

Wildlife in Towns
Basic slide pack £7.95; with tape cassette: £9.75
All items post free from Department AT, Interpretative Branch, Nature Conservancy Council, Northminster House, Peterborough PE1 1OA. Look at the Changing Countryside By the Countryside Commission £14.95 from HMSO and selected bookshops

These two packs show the two faces of conservation at the present time. While the Nature Conservancy Council offers a bright optimistic set of materials about *Wildlife in Towns*, the Countryside Commission asks us to *Look at the Changing Countryside* and does not pull its punches over the depressing results of techno-agriculture.

The NCC slide pack has grown out of the excellent pioneering *Endless Village* study of urban wildlife in and around Birmingham. Developed with the aid of a number of local teachers, the materials are bright and professional: the 40 slides are crisp, to the point and alluring. A competent tape is an optional purchase, but the com-

mentary comes in written form with every slide-pack and contains extra, most useful notes.

Another optional extra is a set of four colourful and exceptionally well-designed *Wildlife in City* wall charts and selected conservation booklets similarly attractive and informative at the special price of £5.95. If there is room enough on your classroom wall, an additional three colour posters will be included (at an extra cost of only £1.50) which are arresting colour prints of moorhens, grasses and a snail crossing a gravestone.

These materials were designed with 13-16 year-olds in mind, but they could, with very little modification, be used for children both younger and older. They provide a stimulating and intelligent survey of a most interesting area of conservation.

Look at the Changing Countryside is sold as a complete pack consisting of 30 slides with commentary booklet, teachers' notes and eleven two-colour posters. It is intended for use by 9-13 year-olds and aims to teach them an awareness of the changes which are occurring in the lowland landscape and of the different points of view which

people hold about them.

It encourages children to carry out local field studies, and to evaluate what they find in terms of conservation of wildlife, landscape aesthetics and farming interests. I feel that some of the items could have had a little more bite. While the slides (some of which are of rather inferior quality) show examples of bad farming practice, such as uncontrolled stubble burning, there was no guidance about what course the children should take if they encounter - as they undoubtedly will in the course of their field work - scorched trees and hedges and farm streams which are being polluted. I would also have liked to listen to the voice of the small but increasing band of conservationist farmers who have found it in their interest for very good reasons to farm organically or at least with concern for conservation. It is, however, an interesting and worthwhile set of materials, while not as inspirational as the NCC's, and, if I don't wish it a long time, it is because I hope that increased public and governmental awareness of the dire problems in the farm landscape will make its warnings redundant before very long.

Issues of power

showing how the atom was split for peaceful purposes, so it was interesting to find reference to it in this latest generation of posters, as one of the nuclear reactors built to make plutonium for nuclear weapons.

It was confirmed at the Sizewell enquiry that electricity production was seen only as a by-product. It makes you wonder where the plutonium created in fast-breeder reactors and re-processing plants gets to. An ex-director of UKAEA Lord Hinton, seemed in no doubt that some of it was re-directed for weapons use, but perhaps this aspect is not considered "educational" here is no mention even of the possibility in these posters.

Alongside a picture of an Australian open-cast mine, we are told "uranium is not particularly hazardous" although it is well-known that miners in Australia, Canada and Namibia are suffering considerably from exposure to radon gas. A diagram illustrating the penetrative properties of radiation shows alpha type stopped by a raised hand, but it might have been mentioned that the transactions between

the human body and the external world does not stop at a raised hand, and that this kind of radiation if ingested - we breathe, eat and drink - is devastating to cell tissue.

I would very much like to believe in the safety of nuclear power (my parents live only two miles from Sizewell) but I found the generalized assurances of the poster on this subject insufficient to still my anxieties about why the safety features which were to be a special feature of the British PWRs were dumped. No word either about the doubts over "acceptable" levels of radiation, the problems of decommissioning nuclear power stations, the long term headache of decommissioning nuclear power stations, the long term headache of decommissioning nuclear power stations, the long term headache of decommissioning nuclear power stations.

Turned to the wall, they give no less than 6 sq metres of good quality white paper; you could use it to write down all the salient questions about nuclear power.

Extending learning Ruth Kennedy on a project for the exceptionally able child

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£2.50 each
County Education Officer, Education Dept., Threadneedle House, Market Road, Chelmsford, CM1 1LD.

Essex is one authority which makes special provision for exceptionally able pupils. These home-grown curriculum extension resources are well-produced and evidently well-tested; they could prove to be sound, fascinating and rewarding projects for very able students, for sixth form General Studies work, or to supplement related studies within a syllabus.

On the whole they tackle material which is not covered in the usual curriculum, and this alone is refreshing and stimulating. The teacher too needs to be somewhat bright, and necessarily involved: the content is substantial, the bibliographies extensive and academic, the skills to be developed extremely varied, and the work described as "time consuming and requires a great deal of concentration".

In the stated aims and objectives of the projects one can mark such phrases as "moral responsibilities", "very speed at which ideas are produced in such an exercise", "values", "to achieve a greater understanding of the meaning of responsibility and the consequences of one's actions". And the impression gained from an examination of the work itself is that these are not empty phrases. It is satisfying to note the academic rigour and lack of soft options in the exercises themselves; the bibliography of one project alone (*Pollution*) comprises seventeen books, eight films and slides, and twenty-seven useful addresses.

It is hard to do justice here to the provision and scope of *The Manor of Wootton Bassett*. The calculations in sterling alone have proved addictive to some pupils who have insisted upon seeing their accounts into the distant future - an extensive operation in itself, and only one part of the whole opus, which is a simulation aiming "to further the pupils' understanding of the agricultural economic base of medieval life in both financial and human terms through an involvement in the roles of both the poor, unfree, dependent villager and the powerful and privileged Lord of the Manor".

An *Introductory Study of Some Aspects of Pollution* is just that, but its combination of comprehensiveness and intelligent selection, both in theory and practical work, textbooks standing, and it might well be used in general coursework. Its "Pollution Incidents" is strong and well-presented. *Anglo-Saxon Literature* is custom-built for linguists. There are actual dual texts of Old English verse, prose and verse translation work, glossary and grammar, and detailed literary comprehension, all beautifully packaged, and introducing not only the language and literature but Anglo-Saxon ideals and history.

The Battle of Isandhlwana is possibly the most emotionally involving and multi-faceted piece of work. The pupils are provided with such primary sources as maps, eye-witness books and survivors' accounts, and is set to head a Court of Inquiry, looking at this British military disaster, showing why it occurred, and attributing blame and vindication.

An *Introduction to Genetic Engineering* not only aims to familiarize pupils with modern techniques in genetic engineering, but also at the history of eugenics, and introduces pupils to possible lines of research along two very different avenues, and then to highly controversial ethical debate, developing a variety of creative and reasoning skills along the way.

This quality of writing and exemplary clarity is unreservedly commended and recommended for inspection in its entirety to all teachers and education-



Roman tragedies

The Roman Tragedies
The New Shakespeare Company
Shakespeare Video Workshop
Available in VHS and Betamax format, price £20, from CFL Vision.

Now more than ever scholars, critics and even examination boards stress the importance of recognizing common themes and preoccupations linking Shakespeare's plays, and it is in this connection that the Shakespeare Video Workshops, produced by the New Shakespeare Company with sponsorship from Lloyds Bank, are uniquely useful. *The Comic Spirit* and *The Tortured Mind*, which looks at the four great tragedies, have been around for some time, winning both international critical acclaim and the loyalty of many English teachers. Now they are joined by *The Roman Tragedies*, a study of tyranny, politics and the nature of power as reflected in *Julius Caesar*, *Antony and Cleopatra* and *Coriolanus*.

Principally aimed at A level students, by its very nature perhaps the 65-minute programme is more demanding than either of its predecessors. The concepts it examines are abstract:

and even when given contemporary parallels - there are newspaper headlines recording the assassinations of John Kennedy and Mrs Gandhi in the introduction to *Julius Caesar*, archive shots of Edward VIII and Mrs Simpson paralleling a scene from *Antony and Cleopatra* - many adolescents will continue to find them "adult" and hard to grasp.

The Roman Tragedies, however, is a notable attempt at making them comprehensible. Taking one play at a time, and using a variety of styles and techniques, a writer and presenter David Whitworth artfully links key scenes, to give not so much a potted version of the text but an overview of particular themes. The scenes themselves are played straight, and in some cases extremely well, by a competent cast led by John Nettles and Rance Asherson. Not unexpectedly, *Julius Caesar* receives the most detailed treatment. Wholly unexpectedly, however, it is in their account of the much less familiar *Coriolanus* that the New Shakespeare Company are most successful, in around 15 minutes they make very satisfactory sense of that most difficult of plays. (See picture)

Hugh David

Five artists

Lives of Artists not Wives of Artists
VHS (£70) or U-matic (£125).
Télé-cine Ltd. Distributed by the Arts Council of Great Britain and available for hire or purchase from Camden Film Collective.

Toward the end of this well-made, clearly presented video, Mary Kelly describes the interaction in her life between the role of mother, feminist and artist working both creatively and critically within the art world. The art world does not wish to know about the

other two but it is exactly at the point of their intersection that both the content and audience for Kelly's work exists.

It is much the same for the other four artists interviewed. Being a woman and a feminist is very much part of their art in its form and content. These, however, vary greatly. While Kelly uses mostly texts, Alexis Hunter takes

narrative sequences of photographs and Tina Keane makes video and performance pieces. Only Eliek Allen and Paula Rego paint; the former very consciously confusing the hierarchies of fine-art and traditionally women's crafts like embroidery and lace-making, the latter altering the social status of people and things through her dislocative use of cartoon-strip and

folkloric imagery. Quite apart from its value as a record of five artists discovering their own subject matter and an appropriate from through which to articulate it, the video creates an unusually vivid picture of the realities that confront any woman who chooses to make art. For these reasons alone, it ought to be seen by as many school children or young students as possible. But it is also a very encouraging experience of sexual, social and cultural change.

Michael Clarke

Money, money, money

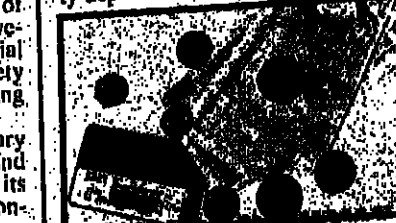
by David Whitehead

Money and the Financial System
By O Herbert.
Longman Economic Studies.
Price 95p

This fact-laden booklet traces the development of money from cowrie shells to certificates of deposit. The analysis is aimed at A level economics students. It is only regrettable that they have to learn so much - even graduates know little more than is contained in this 32-page summary of the financial system and monetary policy. But as long as it is descriptive rather than depth remains the keynote at A level, such material is indispensable.

The author's 20 years' experience of teaching A level economics is displayed in his clear, thoughtful narrative. His account of the functions and types of money is followed by a lucid explanation of how credit is created. The section on interest rates rightly emphasizes the importance of trading interest as a reward for sacrificing liquidity, before listing the remaining components of interest rates and prices of gilt-edged securities is clarified by an effective diagram.

This excellent synopsis of current arrangements includes a helpful flow-chart on the London money market, an original chart illustrating the currency of a Treasury Bill and a penetrating comparison of the relative liquidity of time deposits and building society deposits.

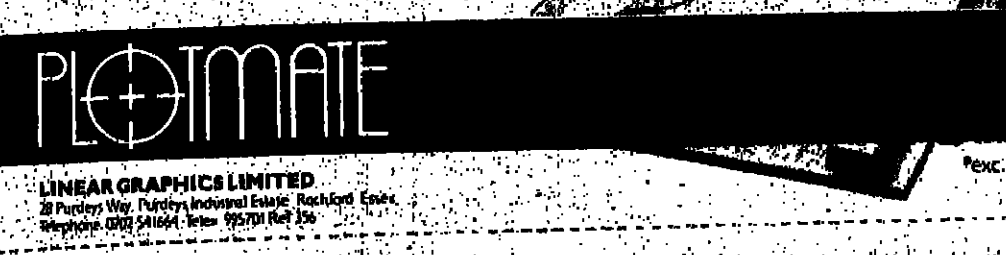


This is Peter Ward designing new curtains for his daughter's school

Peter Ward usually designs computers. He has a talent for systems that stretch the imagination. He's one of the brains behind Plotmate - the remarkable new flatbed plotter that's rugged and responsive. He's programmed it to produce an original repeat pattern. It's getting on with it while he's having lunch. Daughter Kim and her mates will help her art teacher sketch it on cotton as a CDT project. And then they'll make the curtains.

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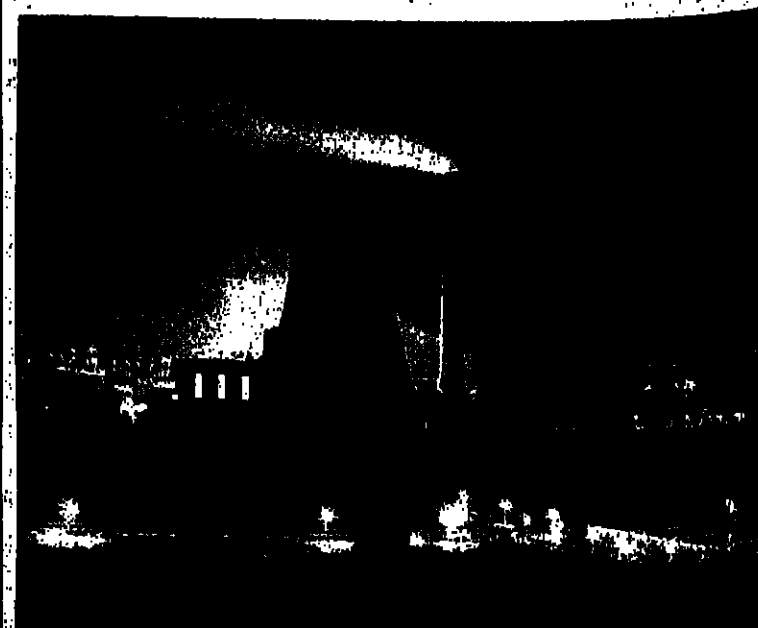
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'VIDEO AND BROADCASTING'

EXTRA WILL BE
PUBLISHED ON
OCTOBER 4th.

First-hand accounts

by Nick Cottam

Two in a Million
VHS, 35 minutes
£4 to hire or £35 to purchase from
Christian Aid's Films and Publications
Section, PO Box 1, London SW9 8BH.

Few adults in this country can provide their children with a first-hand account of what it's like to suffer at the hands of a totalitarian regime. Two who can, a Czech journalist, Karel Kyncl, and a Chilean actor, Francisco Morales, do so to a wider audience in a new Christian Aid video film, *Two in a Million*.

Both Kyncl and Morales now live in Britain, having been exiled from their home countries in 1983 and 1975 respectively. The film which links in with Christian Aid's current educational focus on Exile and Migration, lasts 35 minutes and could, therefore, be shown during a single schools lesson. It combines the two men's personal recollections and comments with background sequences, albeit too few, of life in Czechoslovakia and Chile.

Kyncl describes how as a pro-government broadcaster he was on location in Japan when in 1968 Russian troops invaded Czechoslovakia. "The whole world of mine collapsed," he says with emotional hostility, and it did when he chose to return home and speak out on a live television program.

me about human rights violations. He was promptly demoted from journalist to hospital worker to ice-cream seller, before being arrested and imprisoned for the first time in 1971. The film reconstructs the poignancy of his departure in 1983, when, with his family and a few suitcases, he is forced to cross the border for what may be the last time.

In the case of Morales the conflict between a politically repressive regime and a professionally expressive individual is less immediately obvious, but in its own way as clear-cut as Kyncl's open criticisms. As an actor attempting to raise political awareness through a travelling drama group, he was arrested when in September 1973 General Pinochet came to power in Chile. With all forms of civil authority swept away Morales was among thousands who endured the degradation of torture and imprisonment, eventually securing a military style trial only through his contacts abroad. During the film, he and his wife, herself an actress, perform the final scenario of departure.

Two in a Million paints a moving picture of enforced resettlement in the face of two paranoiacally self-defensive regimes. The film will be a sobering educational experience for teachers, children and other citizens who still enjoy the relative security of their homeland.



Extreme situations

Victoria Neumark reviews a video on first aid

Home First Aid
Produced by St John's Ambulance
Brigade
Colour, sound, 37 mins
16 mm film or videocassette. Video £20 plus £3 VAT.
From National Audio Visual Aids
Library, Paxton Place, Gipsy Road,
London SE27 9SR Tel: 01-761 0901

This is an extremely useful video for teaching first aid. It covers all the useful subdivisions of first aid which might be encountered in the home, with a proper stress on the need to call professional help. It does not, however, cover all the situations which might arise at work, in the street or in school, (crush injuries, stab or gun wounds, multiple injuries, head injuries, childbirth and food poisoning are either not touched on or barely mentioned). Of course such a film can only be a teaching aid, used in conjunction with a practical course which should be taken by a trained first-aider.

The single most important technique in first aid is artificial ventilation. Of the techniques used, mouth-to-mouth is by far the most efficient, and that is ably demonstrated here, with cardio-pulmonary pressure shown in the following section. Other techniques (such as the Holger-Nelson) are not shown. Variations in the rate of mouth-to-mouth and CPR recording size and age are mentioned but not demonstrated; this would be impor-

tant for anyone training for a school situation as the pressure needed for a grown man would break the ribs of a seven-year old and kill an infant.

In fact, the film, as with quite a lot of the St John's Ambulance Brigade material, seems aimed at a rather elderly audience. The actors are getting on, the voice-over is of the elderly, the main type beloved of Radio 4, and the situations envisaged are more of the old-person-falls-downstairs type than the younger-sets-light-to-home variety.

Presumably because it is geared specifically to *home* first aid less stress is laid on the need to assure one's own safety than is the case in the St John's courses. This vital rule (for there is no good dragging someone from an electric fire if you yourself are not insulated), together with the need for a proper first aid box and prompt calling of medical help, are in fact more important than most first aid. After that, ensure breathing, stop bleeding and reassurance. From these principles what is necessary to deal with burns and scalds, chemical burns, eye injuries, nosebleeds, cuts and wounds, poisons and stings, sprains, bruising and cramp, fits, shock, fainting, electrical shock and choking can be easily learned. But you must practice and you must practice mouth-to-mouth on a proper dummy and you must have supervision when you practice. One can only recommend taking one of the St John's courses, pricey though they are.

Local champion

by Gabrielle Jones

Your Local Ombudsman

Tape/slide
By BTA Ltd for the Commission for Local Administration in England
£39.20 inc VAT p&p, or for hire at £13.80 (inc VAT plus p&p) plus £10 returnable deposit from BTA Ltd, PO Box 52, Harrogate, North Yorkshire, HG3 1RQ

As with all teaching materials on the British constitution, *Your Local Ombudsman* tends to be very strayed. None of the topics for discussion in the conscientious worksheet accompanying the tape/slide programme asks the student to question the value of the system; they merely revise the information on the tape. This is odd since, as the tape points out, the powers of the Ombudsman are limited to "the reach of public opinion".

These can be very rubbery teeth indeed as many a politician has found out. A great deal of the British way of doing things depends on voluntary non-statutory agreements. In the 1980s with pressure for a Freedom of Information Bill growing steadily, perhaps it is time to question the assumptions of altruism on which the system supposedly rests.

There is, however, no questioning in

this tape/slide, which is really little more than a dual media version of the Government booklet. It does not even take any examples and follow them through to show the Ombudsman in action. This is a real failing since school students are unlikely to have had enough experience in life to understand why someone might need to call in the Ombudsman. Merely listing the amenities controlled by local authorities has not got half the impact of one person's struggle with the damp in their council flat or an injury due to unmade roads and poor lighting.

The slides similarly are uninspired photographs (the Houses of Parliament, three men in a boardroom), cartoons (two people either side of a desk; man posting letter) or even facsimiles of leaflets ("Your Local Ombudsman"), so that one can't help feeling the whole was produced in an afternoon with the Government booklet on one hand, a slide library on the other, and a tape recorder on the table. The result is a classic Friday afternoon general studies filler for sixth formers, who will doubtless value something from 70 slides; but what a pity it could not evoke real interest in the mechanics of a system in which they are wilfully rebuffed bureaucratic procedure.

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DOUGLAS MARTYRS RC
SCHOOL
Edinburgh Drive,
Uxbridge, Middlesex UB8 3PH
(Number on roll: 876, 98 in
sixth form)
Head Teacher: J. S. S. S.
Required for September 1985,
a qualified teacher to teach
Economics to 'A' and 'O' level
and/or Geography to 'O' level
would be an advantage.
For further details see display
advertisement on Administration
LEA Page 32220
(0855)

REXLEY

LONDON BOROUGH
REXLEY
REXLEY ROAD, REXLEY
MIDDLESEX
Middlesex UB8 3PH
(Number on roll: 876, 98 in
sixth form)
Head Teacher: J. S. S. S.
Required for September 1985,
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and/or Geography to 'O' level
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For further details see display
advertisement on Administration
LEA Page 32220
(0855)

BUCKINGHAMSHIRE
An Equal Opportunity
Employer
REAR OF DEPARTMENT
HEAD OF DEPARTMENT
ECONOMICS & BUSINESS
STUDIES
September 1985
Headmaster: D. F. Salmon,
B.A.
Required for September 1985,
an experienced teacher of Business
Studies, Economics and
Information Studies course,
able to teach Economics at an
advantage.
Please apply for application
forms to the Headmaster at the
school, (SAE please). 132918
(1438)

BUCKINGHAMSHIRE

CHETENHAM
CHETENHAM GRAMMAR
SCHOOL
11 Elizabeth Way,
Chetenham
(Voluntary Aided)
Required for September 1985,
a qualified teacher to teach
Economics to 'A' and 'O' level
and/or Geography to 'O' level
would be an advantage.
A part-time applicant will
also be considered. Scale 2
available for candidates with
suitable experience.
Apply in writing to:
Headmaster, with full CV
and names of two referees
(SAE). (05493) 132222

DERBYSHIRE

See Derbyshire Display
advert page reference N2/
077488-9. 132222
(0974)

DORSET

QUEEN ELIZABETH'S
SCHOOL
Wimborne Minster, Dorset
BH21 3JL
Required for September 1985,
a qualified teacher to teach
Economics to 'A' and 'O' level
and/or Geography to 'O' level
would be an advantage.
For further details see display
advertisement on Administration
LEA Page 32220
(0558)

STAFFORDSHIRE

CITY OF TRENT
SIXTH FORM COLLEGE
100 Victoria Road, Nottingham
NG1 1ST
Required for September 1985,
a qualified teacher to teach
Economics to 'A' and 'O' level
and/or Geography to 'O' level
would be an advantage.
For further details see display
advertisement on Administration
LEA Page 32220
(0855)

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(0855)

Somerset County Council

Applications are invited from Qualified Teachers for the following posts. Unless indicated otherwise application forms and details (SAE) followup from the Head of the School.

Sixth Form College

THE RICHARD HUISH COLLEGE, Taunton.
(16-18 Mixed Sixth Form College, 600)
For September 1985,

Experienced Graduate to be Head of the English Department, scale 4. Re-advertisement, previous applicants will be reconsidered.
Applications by letter, enclosing curriculum vitae and names of two referees, to the Principal at the College, who will supply further information (SAE please). Closing date 3 May 1985.

BERKSHIRE
HIGHDOWN SCHOOL
Surley Row, Emmer Cl

Reading RG4 8LR
11 12 Comprehensive
N.O.R.: 1,585
Required for Septem
a qualified teacher
PHYSICS through
school and combin
in years 1 and 2
Application forms
or particulars from
master.
C.R.in date: 6th M
An Equal Oppor
player. (00780)

BERKSHIRE
COX GREEN
COMPREHENSIVES

**COX GREEN .
COMPREHENSIVE S**

Highfield Lane, Maiden
Bucks, SL5 8AX
N. O. 948
Required for Sept
PHYSICAL SCIENCE
to teach mainly F
Combined Science to
5. The Faculty pro
own BBC B Comput
Commodore PET.
large number of occ
the 6. Form
would be the possib
Level teaching to
qualified candidates
Application forms
or details from the H
(SAE), NO CLOSING
An Equal Opport
player. (14036)

wv1
ld be

BEKSHIRE
LITTLE HEATH SCHOOL
Little Heath Road,
Reading, Berks.
11-18 Mixed Comp
N.C.R.: 1250
Required September
qualified teacher
and Combined Science
During the first
Combined Science
and then pupils
for CSE or 'O' Level
the double
S.C.I.S.P. course of
ate sciences. A' L
are all taught as se
The successful

The successful

will be expected to
pica to 'A.' and Ox
level.
Letters of appli
Headmaster as so
please including
addresses of two
Curriculum Vitae.
s.a.s. for ackno
and further detai
Closing date:
1985.
An Equal Oppor
player. (14037)

BERKSHIRE

WINDSOR BOYS'
Maidenhead Road
Berk. SL4 3EH
N.O.R. 830
Required for
1985 TEACHER
and/or **COMPUTER**
SCALE 1. Possibil-
Form work for a s-
cant.
Please apply by
Headmaster with
names and add-
resses (BAE). C.
10.5.85.
An Equal Oppor-
tunity Employer. (14022)

on,

Berkshire
CHARTERS SCHOOL
 Charters Road, Bus
 Assoc. Berks. GL5
 NOR. 1291

Required for
 1985 Graduate
PHYSICS/SCIENCE
 to join a large, y
 Science Departme
 facilities, to tea
 'O' and 'A' Lev
 Combined Science
 School. It would
 advantage for the
 head, the abilit
 mistery to 'O' Lev
 Application for
 er details availa
 Headteacher (S
 dat: 05.85
 An Equal Opp
 player. (14041)

player. (14041).

BRADFORD
CITY OF BRADFORD
METROPOLITAN
THORNTON UPP
Required for September or earlier if possible. Enthusiastic, suitable (good honours preferred) and teacher of Physics. Department offers 15 plus Physics General Science

134822 United Negro College
ing Association.
need for further

and initiative in
and in new work
taken in the field
training for
contribute to ex
activities in casem
case is available
qualified and
candidate.

Application for
obtained (S.A. Pl
Headmaster, The
School, Looe
Thornhill, Brad
to obtain
should be return
1985

Reference ET
Bredford is
tunities employ
comes applicatio
dated and medic
disability unde
stated. (05884)

BERKSHIRE
HIGHDOWN SCHOOL
Surley Row, Emmer Green

11-18 Comprehensive
N.O.R.: 1,385
Required for Septembe
a qualified teacher
PHYSICS througho
school and Combined
in years 1 and 2. See
Application forms a
or particulars from
master.
Close date: 6th Ma
An Equal Opportun
player. (00780)

COLE GREEN
CONSENSIVE
 Highland Lane, Melrose
 Berks: 846 3AX
 N. O.R. 948

**Enquired for Special
 PHYSICAL SCIENTIST**
 1) to teach mainly Physics
 2) to teach mainly Chemistry
 3) The Faculty possess
 own BBCB Computer
 4 Commodore PET
 5) to teach in the
 6th Form
 7) would be the possible
 8) teaching to be
 9) qualified and state
 Application forms
 or details from the Head
 (51)

**An Equal Opportunity
 player. (14036)**

BERKSHIRE
LITTLE HEATH SCHOOL
Little Heath Road, Th
Reading, Berks.
11 - 18 Mixed Compr
N.O.R.: 1250
Required September
qualified teacher o
and Combined Scien
During the first t
Combined Science
and then pupils ar
for CSE or 'O' Level
teaching.

ate sciences. 'A' Letters
are all taught as separate
subjects.
The successful
candidate will be expected to
satisfy the 'A' and Oxford
level.
Letters of application
Headmaster as soon
possible including
addresses of two referees.
Curriculum Vitae, etc.
a.s.p. for acknowledgment
and further details.
Closing date:
1985.
An Equal Opportunity
Employer. (14037)

BERKSHIRE
WINDSOR BOYS' &
GIRLS ASSOCIATION
Berk. 8L4 3EH
N.O.R. 830
Required for
1985 TEACHER C
and/or COMPUTER
SCALE I. Possible
work for a stu-
dent.
Please apply by 1
November 1984.
names and address
references (SAE), CI
10, S.S.
Annual Opportu-
nity (14022)

BERKSHIRE
CHARTERS SCHOOL
Charters Road, Sun-
Ascot, Berks. SL5 8
NOR. 1981
Required for
1985 Graduate
PHYSICS/SCIENCE
to join a large young
Science Department
facilities, to teach
O' and A Level
Combined Science I

advantage for the club to have the ability to play in the 10' League. Application forms or details available from: Headteacher (USA) date: 10.5.85. An Equal Opportunity player. (14041)

METROPOLITAN
THORNTON UPPER
Esquimaux
for (or) carlier if possible
thrustastic, suitab
(good honours ar
teacher of Physic
plus certificate offe
P6 plus Physics
General Science
edited by the North
ing Association.
scope for the
and initiative in
and in new work
taken in the field o
technics for the
contribute to exte
activities is essent
if evastly improv
Sustained assg.

Application for
obtained (SAE plea
Fitchmaster, Thor
School, Leavenworth
Thornton, Bradshaw
to whom complaint
should be returned
1982.

Reference E 2
Bradford, Kansas
opportunities employer
comes applications
dates of any recs.
availability as
stated. (05884)

WEST SUSSEX

WEST SUSSEX
HICHESTER HIGHSCHOOL
FOR BOYS
Kingham Road, Chichester
PO13 6JH
(Group 12, 11 - 18
Compulsory school, 1976
to 1981, 155 in sixth form)
Required September 1982
Sociology Teacher for Post-16
work within Faculty of Science
in this ability school. Ability
to teach at A level essential.
Details from Headteacher on
receipt of s.e.e. 134822
(00654)

Advanced level, with some Integrated Science in Years 1 and 2.

Application and Information from Headmaster (in a.p.p. please). 105561 15459

**WILTSHIRE
COUNTY COUNCIL**

STONEHENGE SCHOOL
Antrobus Road, Amesbury.
Wilt.

Mixed 11-16
Comprehensive 600 on roll
SCIENCE S.I.C.
Required for September a
Science Teacher of Biology
and Chemistry. This is also
able to offer Physical Science
in years 1 and 2. This is a
vacancy.

in a large stamped addressed
envelope to the Headmas-
ter. (05918) 154822

WILTSHIRE

ST. LAURENCE SCHOOL
Bradford on Avon

(Mixed 11 - 18
Comprehensive 1010 Sixth
Form 113)

SCIENCE - SCALE I.

Required for September
1985 teacher of Science. A
lively and enthusiastic
teacher is sought for late

ment would be especially suitable for a student who would have the opportunity to teach at 'A' level.

Further particulars and application forms available from the Headmaster, St. Laurence School, Bradford-on-Avon, Wiltshire, on request of a student or parent, and envelopes, to whom application forms should be sent by Friday, 10th May, (02978) 134822.

WORCESTER GIRLS' COLLEGE
Worcestershire
Independent Boarding School
For Girls
18000

larship levels. Two well-equipped Science blocs, Non-Resident post, Bureau Scale 1. An interest in Marine Biology an advantage.

Details from Headquarters to whom applications should be addressed with the names and addresses of two referees and copies of testimonials available. (00994) 1341

Heads of Department

ENFIELD
LONDON BOROUGH OF
ENFIELD
ANGELA'S R.C. SCHOOL
FOR GIRLS
 Oakhampton Road, Palmers
 Green, London N15 5TY.
 Tel: 01-886 2165
 Voluntary Aided, Roll 600,
 1982-83
 Required for Septem-
 ber 1983 a teacher of C.A.
 to P.Y. to be HEAD
 OF THE SOCIAL STUDIES
 DEPARTMENT (8000 \$).
 Apply to the Head
 Teacher

applicants will be required
 to teach Law, C.S.E. (M
 III), O Level and A. L
 with History to 16 plus i
 to take overall resp
 sibility for the whole de
 partment. Less experie
 teachers are invited to ap
 for a Scale 2 post as tea
 in charge of Law. Ro
 Catholic preferred.
 London Allowance, \$57

names and addresses of
 referees. Closing date
 May 1985. (39516) 135

income from suitably qualified
ability, sex or marital status

SIXTH FORM & TERTIARY continued

WEST SUSSEX
THE COLLEGE OF RICHARD COLLYER IN HORSHAM
Hurst Road, Horsham, West Sussex RH12 9JL
(Voluntary Aided Group 11)
140020
Required for September 1985. Tutor (Scale 3) responsible for project technology to co-ordinate TVEI developments in this area.
Application form and further details available from the Principal on receipt of fee. (00655) 140020

WEST SUSSEX
THE COLLEGE OF RICHARD COLLYER IN HORSHAM
Hurst Road, Horsham, West Sussex RH12 9JL
(Voluntary Aided Group 11)
140020
Required for September 1985. Tutor (Scale 3) responsible for project technology to co-ordinate TVEI developments in this area.
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Scale 1 Posts

HAMPSHIRE
QUEEN MARY'S COLLEGE
Chiddinstoke Road, RG21 3EP
140020
Scale 1 posts available for September 1985.
This is a comprehensive sixth form college, graduates to A-Level.
All staff are appointed as personal tutors as well as subject teachers.
For details of the Principal, Queen Mary's College, Chiddinstoke, Hampshire RG21 3EP. (00655) 140020

HAMPSHIRE
Lecturer Grade 1 in English, Geography, Mathematics, Business Studies, Economics, Law, etc.
See under Further Education Section. (00549) 140022

KIRKLEES
METROPOLITAN COUNCIL
EDUCATIONAL SERVICES
Ref 878
Scale 1/2 computer studies teacher.
Scale 2 computer studies 6th form colleges scale 3 posts and above. (03559) 140022

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METROPOLITAN COUNCIL
EDUCATIONAL SERVICES
Ref 878
Scale 1/2 computer studies teacher.
Scale 2 computer studies 6th form colleges scale 3 posts and above. (03559) 140022

KIRKLEES
WINDERSFIELD NEW COLLEGE
See main advert under Scale 3. (03559) 140022

NORTH YORKSHIRE
COUNTY COUNCIL
SCARBOROUGH SIXTH FORM COLLEGE
Sandy Lane, Scarborough YO13 5SL
140020
Required for September 1985. Tutor (Scale 3) responsible for project technology to co-ordinate TVEI developments in this area.
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NORTH YORKSHIRE
COUNTY COUNCIL
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140020
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OXFORD
PRINCE SIXTH FORM COLLEGE
MORRIS STUDY CENTRE
25/26 George Street, Oxford OX1 2BQ
140020
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RICHMOND
UPON THAMES
COLLEGE
See under Further Education Section. (00549) 140022

SOLIHULL
EDUCATION COMMITTEE
SOLIHULL SIXTH FORM COLLEGE
Widley Manor Road, Solihull, West Midlands B37 7YU
140020
Required for September 1985. Tutor (Scale 3) responsible for project technology to co-ordinate TVEI developments in this area.
Application form and further details available from the Principal on receipt of fee. (00655) 140020

SURLEY
COUNTY COUNCIL
EDUCATION COMMITTEE
FARNHAM SIXTH FORM COLLEGE
Mole Valley Road, Farnham, Surrey GU14 7JL
(N.O. 600)
140020
Required for September 1985. Tutor (Scale 3) responsible for project technology to co-ordinate TVEI developments in this area.
Application form and further details available from the Principal on receipt of fee. (00655) 140020

WEST GLAMORGAN
COUNTY COUNCIL
Displaced advertisement under Secondary. 140022

Special Education
Headships

BEXLEY
LONDON BOROUGH
LEADERSHIP
Welling College, Welling, Kent DA16 2JL
140020
Required for September 1985. Tutor (Scale 3) responsible for project technology to co-ordinate TVEI developments in this area.
Application form and further details available from the Principal on receipt of fee. (00655) 140020

GLoucestershire
AN EQUAL OPPORTUNITIES EMPLOYER
WATERLOO ROAD, CIRENCESTER, GLOUCESTERSHIRE GL3 7JL
140020
Required for September 1985. Tutor (Scale 3) responsible for project technology to co-ordinate TVEI developments in this area.
Application form and further details available from the Principal on receipt of fee. (00655) 140020

RICHMOND
UPON THAMES
COLLEGE
See under Further Education Section. (00549) 140022

SOLIHULL
EDUCATION COMMITTEE
SOLIHULL SIXTH FORM COLLEGE
Widley Manor Road, Solihull, West Midlands B37 7YU
140020
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Application form and further details available from the Principal on receipt of fee. (00655) 140020

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
BOUGHTON MOUNT SCHOOL
Boughton Lane, Maidstone, Kent ME14 4JL
(N.O. 600)
140020
Required for September 1985. Tutor (Scale 3) responsible for project technology to co-ordinate TVEI developments in this area.
Application form and further details available from the Principal on receipt of fee. (00655) 140020

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Welling College, Welling, Kent DA16 2JL
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SOLIHULL SIXTH FORM COLLEGE
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BUCKINGHAMSHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
WENDOVER HOUSE SCHOOL
Wendover Lane, Wendover, Bucks HP8 3JL
(N.O. 600)
140020
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COLLEGE
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HERTFORDSHIRE
STEVENS DIVISION
LONNIGALE SCHOOL
Woburn Lane, Stevenage, Herts SG1 5QJ
(N.O. 600)
140020
Required for September 1985. Tutor (Scale 3) responsible for project technology to co-ordinate TVEI developments in this area.
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COUNTY COUNCIL
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WENDOVER HOUSE SCHOOL
Wendover Lane, Wendover, Bucks HP8 3JL
(N.O. 600)
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WATERLOO ROAD, CIRENCESTER, GLOUCESTERSHIRE GL3 7JL
140020
Required for September 1985. Tutor (Scale 3) responsible for project technology to co-ordinate TVEI developments in this area.
Application form and further details available from the Principal on receipt of fee. (00655) 140020

RICHMOND
UPON THAMES
COLLEGE
See under Further Education Section. (00549) 140022

SOLIHULL
EDUCATION COMMITTEE
SOLIHULL SIXTH FORM COLLEGE
Widley Manor Road, Solihull, West Midlands B37 7YU
140020
Required for September 1985. Tutor (Scale 3) responsible for project technology to co-ordinate TVEI developments in this area.
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BUCKINGHAMSHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
WENDOVER HOUSE SCHOOL
Wendover Lane, Wendover, Bucks HP8 3JL
(N.O. 600)
140020
Required for September 1985. Tutor (Scale 3) responsible for project technology to co-ordinate TVEI developments in this area.
Application form and further details available from the Principal on receipt of fee. (00655) 140020

Special Education
Headships

BEXLEY
LONDON BOROUGH
LEADERSHIP
Welling College, Welling, Kent DA16 2JL
140020
Required for September 1985. Tutor (Scale 3) responsible for project technology to co-ordinate TVEI developments in this area.
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GLoucestershire
AN EQUAL OPPORTUNITIES EMPLOYER
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Application form and further details available from the Principal on receipt of fee. (00655) 140020

ilea Inner London Education Authority
HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:

ALEXANDRA PRIORY
(SEVERE LEARNING DIFFICULTIES) SCHOOL
Alneworth Way, Off Boundary Road, NW6.
Vacant, 1 September 1985. Roll 51, mixed. Burnham group 4(S) plus Inner London allowance. The Burnham groups of special schools are reviewed each year with effect from 1 September.

CRUSOE HOUSE (EMOTIONALLY & BEHAVIOURALLY DISTURBED) SCHOOL
Nile Street, NW1.
Vacant now. Roll 41, mixed. Burnham group 4(S) plus Inner London allowance. An allowance is payable which at the maximum of the scale would pay a salary at the maximum of group 5(S). The Burnham groups of special schools are reviewed each year with effect from 1 September.

OAK LODGE SCHOOL FOR THE HEARING IMPAIRED
101 Nightingale Lane, SW12.
Vacant 1 September 1985. Roll 73, secondary mixed. Burnham group 5(S) plus Inner London allowance. The Burnham groups of special schools are reviewed annually with effect from 1 September. Applicants must hold a recognised qualification for teachers of the deaf. Please send for prospectus for application form and further details to Education Officer, EC/510, Room 282a, County Hall, London SE1 7PB. Closing date for the return of completed forms 17 May.

ilea is an equal opportunities employer

APPOINTMENT OF Head Teacher

Applications are invited from suitably qualified and experienced candidates for the above resident or non-resident post, to assume the appointment on the 1st January, 1986.

The Hospital School is a non-maintained residential special school providing medical care and education for 280 children and young adults aged 5-15. Most of the pupils suffer from epilepsy and other neurological impairments and have either moderate or severe learning difficulties. Some also have physical disabilities.

The school-age children are taught along traditional lines according to individual disability and capabilities. Students over the age of 16 are transferred or accepted into a Further Education Unit which provides industrial, commercial and vocational experience supervised by a Deputy Head Teacher/Manager working under the overall control of the Head Teacher.

The salary grading falls within Group 9 (S) £16,236 p.a. to £17,580 p.a. plus London Weighting and Head Teacher Allowance if undertaking additional duties and resident on the premises.

Interviews are expected to take place during the early part of July, 1985.

Further information and application forms may be obtained from the Administrator and are to be submitted with the names of three referees by the 1st June, 1985. (12174)

AYLANDS SCHOOL, Kewick Drive, Enfield, EN3 8NY.
Group 4(S). Roll 40.

DEPUTY HEADSHIP.

Applications are invited for appointment in September 1985 to this post.

Aylands is an all-age mixed day school for children of average or above-average ability with emotional difficulties. It has a good record of success in re-integrating pupils into ordinary schools. The premises were purpose-built in 1989 when the school opened.

Detailed areas of responsibility for the person appointed will be discussed with the Head Teacher, Mr. P. F. Hill. An interest in curriculum development will be welcome.

If you are thinking of applying you are strongly encouraged to visit the school. (Tel No: Lea Valley 781229).

London Allowance, E877 plus Special Schools Allowance. Consideration given to assistance with removal, relocation, locally temporary housing and two homes allowance.

Application forms (large SAE) and details obtainable from Mr. P. F. Hill, Director of Education, P.O. Box 55, Chislehurst, Kent, DA2 9JL. Closing date 10th May 1985.

(12174)

AYLANDS SCHOOL, Kewick Drive, Enfield, EN3 8NY.
Group 4(S). Roll 40.

DEPUTY HEADSHIP.

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(12174)

Applications are invited for the following positions:

with the Bureau (HE FEE) award £1,000 per annum. TUNER GRADE I (and part-time) rates are £9,510-£10,612 (starting on £9,510) depending on qualifications, training and experience. TUNER GRADE II £7,848-£12,098. SENIOR TUNER £11,176-£13,128. PRINCIPAL LECTURER £13,095-£14,580. Subject to special approval. For all posts, the salary scale is subject to the London Allowances of £1,038. All posts which are graded Lecturer to Principal Lecturer are considered suitable for job share. Applications for job share appointments should be submitted if submitted on a paired basis. A return of potential Job Share is required by Ms. N. Brookman, EOP/HR, Ed. Ofc. Press, Room 258F, The College, 100, Gt. St. Andrew, ILEA is an equal opportunities employer.

These include:
 CGLI 794 Horne Economics for
 and Community Studies
 CGLI 795 Food Studies
 CGLI 780 Fashion
 Special School Link Courses,
 Study Electives and Life Skills
 The person appointed will
 be expected to teach Food Studies to
 advanced level. Relevant qualifications
 are essential together with experience
 in Further Education.
 For both posts assistance is
 given towards household expenses.
 Further information and applications
 may be obtained from the
 college at the above address. Tel
 01454 844444. For further Service
 application forms to be returned
 May 1995, it is essential to quote
 correct reference number.

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**SOUTH LONDON
COLLEGE**
Knights Hill, SE27 0TX
Tel: 01-473 4088
LECTURER 1
required for September 1986
Course: Information
to a range of Business
and Engineering BTCC
National, Level 2
Candidates should have app
qualification and teaching
ance, and recent commerc
ance would be an advantage.
Further details and applica
tion forms to 10 May 1986
of the Community Administra
tion at Knights Hill, 1986
stamped addressed envelope

**SOUTH THAMES COL
Wandsworth High St, SW19 1
Department of Engineering
Proff. Ref: DEP1-68
Required for 1st September
1986
**ELECTRICITY SUP
1232 PLANT OF CO
of the subjects of CC
and 121, Industrial exp
"Area Board" work is essen
for electrical engin
would be an advantage.
Application forms and refer
ences to be sent to the
are, returnable by 10th M
Please quote ref. number
stamped addressed envelope****

AND OFFICE STUDIES SECTION
(Re-development)
The position is required to lead the team of staff concerned with the development of the office studies with appropriate pre-services and in-service PE and CPD courses. The duties include to ensure that the course is delivered in accordance with the current standards and to ensure that the course is delivered in accordance with the current standards and to ensure that the course is delivered in accordance with the current standards.

HACKNEY COLLEGE
Department of General and
Further Education
**LECTURER IN COURSE TUTOR
TO NNEB STUDIES**
The successful candidate will be responsible for the delivery of the course to a range of students and to ensure that the course is delivered in accordance with the current standards and to ensure that the course is delivered in accordance with the current standards.

**VUXHALL COLLEGE
BUILDING &
UNIVERSITY EDUCATION
DEPARTMENT**
Windsor Road, BW3 3P
Tel: 01452 6911
Fax: 01452 6911
**LECTURER 1 - OUTDOOR
PURSUITS EDUCATION**
Required as soon as possible
The person appointed will
be required to develop and im-
plement the Outdoor Pursuits
National Activities for a whole
school and to develop the
subject specialist within the
school. The person appointed
will be required to develop
gaming recreational pro-
grammes approved by Indus-
trial Education
Applicants should be a
teacher and/or leader. Applica-
tions and details to be sent
to the General Office for
consideration
Completed application form
to be returned by no later than
18th.

**WESTMINSTER COL-
LEGE, 101, FIVE ROAD, S.W.1**
**Department of Continuing
and Creative Studies**
1st September 1985
**LECTURER 1 (Hec, CCB 14
PHYSICAL EDUCATION AND
RECREATION)**
and ability to lead, and
particularly to coach, in

your own responsibility for your own small team of leaders. The position is an opportunity to develop a leadership role in furthering the provision within your own movement, whilst also being a vigorous and supportive.

LECTURER 1 - GENERAL AND PRE-VOCATIONAL EDUCATION
Required for September 1st, 1991, holds a certificate and further development of provision for young men and women on both full and part time modes of attendance.

The person being sought will have a minimum of 1 year's working experience on courses of a pre-vocational job advertisement nature.

For applications and further contact, please contact: Mr. M. A. Cohen, Hackney College, Dept. 10, Stoke Newington, London N16 1JH. Tel: 011-249 7211 Ext 6411. The date this offer.

HAMMERSMITH AND W. LONDON COLLEGE
100, Uxbridge Road, Brentford Court WY14 8EL
SENIOR LECTURER
We are seeking a person to teach Practical of Building and Construction to Bachelors and 2 part-time students need to maintain good administration and development. Tel No. 349

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COLLEGES OF FURTHER EDUCATION

HAMPSHIRE

EASTLEIGH COLLEGE OF FURTHER EDUCATION
Eastleigh, Hants. SO5 5HT

Applications are invited for the following posts which are vacant from 1 September 1985:

1. SENIOR LECTURER (DEPUTY HEAD OF DEPARTMENT) IN GENERAL STUDIES IN CONSTRUCTION STUDIES.
2. LECTURER II IN ENGINEERING SCIENCE.
3. LECTURER I IN SECRETARIAL STUDIES.
4. LECTURER I IN ACCOUNTING.

Salary Scales: Senior Lecturer £11,175 - £13,748; Lecturer II £7,548 - £10,099; Lecturer I £5,910 - £10,512 p.a.

Further particulars and application forms available from the College. (05627) 220026

HAMPSHIRE

THE SOUTH DOWNS COLLEGE OF FURTHER EDUCATION
Southampton, Hants. SO9 1AA

Post as SENIOR LECTURER in CONTINUING EDUCATION. To be responsible for the co-ordinating of examination based Adult Education courses and the development of the College's Continuing Education programme.

Candidates should be suitably qualified and experienced and hold a degree equivalent qualification. Salary £11,175 - £13,748 p.a.

For further details and application forms please send a stamped A4 envelope to the Vice Principal, South Downs College of F.E., College Road, Southampton, SAA. Closing date: Friday 10 May 1985. (05607) 220026

HAMPSHIRE

FARNBOROUGH COLLEGE OF TECHNOLOGY
Farnborough, Hants. GU14 6BB

SENIOR LECTURER OR LECTURER GRAD II IN MECHANICAL ENGINEERING
To teach mainly mechanical, micro-electronic, robotics and their applications in a wide range of courses up to HNC/D level. Applicants should be well qualified with relevant industrial and teaching experience.

Further details and application forms available from the Principal, Farnborough College of Technology, Farnborough, Hants. GU14 6BB. (05627) 220026

LECTURER GRADE I IN PHYSICS/ELECTRONICS
Further details and application forms available from the Principal, Farnborough College of Technology, Farnborough, Hants. GU14 6BB. (05627) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Hemel Hempstead, Herts. AL1 1AB

DEPUTY HEAD OF FOOD INDUSTRIES DEPARTMENT
Applications are invited from those with suitable qualifications and appropriate teaching and industrial experience for the above post in a Grade 4 Department, which offers bakery subjects but is predominantly catering and hotelkeeping. The post becomes available from 1st September 1985 in the post-established college on the retirement of the present holder.

Salary £11,175 to £13,128 p.a. (subject to review) plus fringe allowance of £255.

Application forms and further particulars may be obtained by writing to: The Principal, Cassio College, Hemel Hempstead, Herts. AL1 1AB. Closing date: Friday 10 May 1985. (05755) 220026

NORTH YORKSHIRE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER I GEOGRAPHY
See Further Education Section for full details. (14109) 220026

HERTFORDSHIRE

WATFORD COLLEGE
Watford, Herts. WD17 1AA

Applications are invited for the following posts available from 1 September 1985:

1. SENIOR LECTURER IN PRINT FINISHING AND BOOKBINDING to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in print finishing and bookbinding.
2. SENIOR LECTURER IN TEXTILES to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in textiles.

Further details and application forms available from the Principal, Watford College, Watford, Herts. WD17 1AA. Closing date: Friday 10 May 1985. (05627) 220026

HUMBERSIDE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER IN PHYSICAL EDUCATION
Further details and application forms available from the Principal, Humberside County Council, Humberside. Closing date: Friday 10 May 1985. (05627) 220026

HERTFORDSHIRE

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Hemel Hempstead, Herts. AL1 1AB

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Application forms and further particulars may be obtained by writing to: The Principal, Cassio College, Hemel Hempstead, Herts. AL1 1AB. Closing date: Friday 10 May 1985. (05755) 220026

NORTH YORKSHIRE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER I GEOGRAPHY
See Further Education Section for full details. (14109) 220026

KIRKLEES

METROPOLITAN COUNCIL
Leeds, Wetherby, Wakefield, York

Applications are invited for the following posts available from 1 September 1985:

1. SENIOR LECTURER IN PRINT FINISHING AND BOOKBINDING to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in print finishing and bookbinding.
2. SENIOR LECTURER IN TEXTILES to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in textiles.

Further details and application forms available from the Principal, Kirklees Metropolitan Council, Kirklees. Closing date: Friday 10 May 1985. (05627) 220026

HUMBERSIDE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER IN PHYSICAL EDUCATION
Further details and application forms available from the Principal, Humberside County Council, Humberside. Closing date: Friday 10 May 1985. (05627) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Hemel Hempstead, Herts. AL1 1AB

DEPUTY HEAD OF FOOD INDUSTRIES DEPARTMENT
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Application forms and further particulars may be obtained by writing to: The Principal, Cassio College, Hemel Hempstead, Herts. AL1 1AB. Closing date: Friday 10 May 1985. (05755) 220026

NORTH YORKSHIRE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER I GEOGRAPHY
See Further Education Section for full details. (14109) 220026

LANCASHIRE

CITY COUNCIL
Leeds, Wetherby, Wakefield, York

Applications are invited for the following posts available from 1 September 1985:

1. SENIOR LECTURER IN PRINT FINISHING AND BOOKBINDING to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in print finishing and bookbinding.
2. SENIOR LECTURER IN TEXTILES to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in textiles.

Further details and application forms available from the Principal, Lancashire County Council, Lancashire. Closing date: Friday 10 May 1985. (05627) 220026

HUMBERSIDE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER IN PHYSICAL EDUCATION
Further details and application forms available from the Principal, Humberside County Council, Humberside. Closing date: Friday 10 May 1985. (05627) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Hemel Hempstead, Herts. AL1 1AB

DEPUTY HEAD OF FOOD INDUSTRIES DEPARTMENT
Applications are invited from those with suitable qualifications and appropriate teaching and industrial experience for the above post in a Grade 4 Department, which offers bakery subjects but is predominantly catering and hotelkeeping. The post becomes available from 1st September 1985 in the post-established college on the retirement of the present holder.

Salary £11,175 to £13,128 p.a. (subject to review) plus fringe allowance of £255.

Application forms and further particulars may be obtained by writing to: The Principal, Cassio College, Hemel Hempstead, Herts. AL1 1AB. Closing date: Friday 10 May 1985. (05755) 220026

NORTH YORKSHIRE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER I GEOGRAPHY
See Further Education Section for full details. (14109) 220026

MANCHESTER

CITY COUNCIL
Leeds, Wetherby, Wakefield, York

Applications are invited for the following posts available from 1 September 1985:

1. SENIOR LECTURER IN PRINT FINISHING AND BOOKBINDING to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in print finishing and bookbinding.
2. SENIOR LECTURER IN TEXTILES to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in textiles.

Further details and application forms available from the Principal, Manchester City Council, Manchester. Closing date: Friday 10 May 1985. (05627) 220026

HUMBERSIDE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER IN PHYSICAL EDUCATION
Further details and application forms available from the Principal, Humberside County Council, Humberside. Closing date: Friday 10 May 1985. (05627) 220026

HERTFORDSHIRE

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Hemel Hempstead, Herts. AL1 1AB

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Salary £11,175 to £13,128 p.a. (subject to review) plus fringe allowance of £255.

Application forms and further particulars may be obtained by writing to: The Principal, Cassio College, Hemel Hempstead, Herts. AL1 1AB. Closing date: Friday 10 May 1985. (05755) 220026

NORTH YORKSHIRE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER I GEOGRAPHY
See Further Education Section for full details. (14109) 220026

MANCHESTER

CITY COUNCIL
Leeds, Wetherby, Wakefield, York

Applications are invited for the following posts available from 1 September 1985:

1. SENIOR LECTURER IN PRINT FINISHING AND BOOKBINDING to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in print finishing and bookbinding.
2. SENIOR LECTURER IN TEXTILES to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in textiles.

Further details and application forms available from the Principal, Manchester City Council, Manchester. Closing date: Friday 10 May 1985. (05627) 220026

HUMBERSIDE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER IN PHYSICAL EDUCATION
Further details and application forms available from the Principal, Humberside County Council, Humberside. Closing date: Friday 10 May 1985. (05627) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Hemel Hempstead, Herts. AL1 1AB

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Applications are invited from those with suitable qualifications and appropriate teaching and industrial experience for the above post in a Grade 4 Department, which offers bakery subjects but is predominantly catering and hotelkeeping. The post becomes available from 1st September 1985 in the post-established college on the retirement of the present holder.

Salary £11,175 to £13,128 p.a. (subject to review) plus fringe allowance of £255.

Application forms and further particulars may be obtained by writing to: The Principal, Cassio College, Hemel Hempstead, Herts. AL1 1AB. Closing date: Friday 10 May 1985. (05755) 220026

NORTH YORKSHIRE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER I GEOGRAPHY
See Further Education Section for full details. (14109) 220026

NOTTINGHAMSHIRE

COUNTY COUNCIL
Leeds, Wetherby, Wakefield, York

Applications are invited for the following posts available from 1 September 1985:

1. SENIOR LECTURER IN PRINT FINISHING AND BOOKBINDING to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in print finishing and bookbinding.
2. SENIOR LECTURER IN TEXTILES to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in textiles.

Further details and application forms available from the Principal, Nottinghamshire County Council, Nottingham. Closing date: Friday 10 May 1985. (05627) 220026

HUMBERSIDE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER IN PHYSICAL EDUCATION
Further details and application forms available from the Principal, Humberside County Council, Humberside. Closing date: Friday 10 May 1985. (05627) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Hemel Hempstead, Herts. AL1 1AB

DEPUTY HEAD OF FOOD INDUSTRIES DEPARTMENT
Applications are invited from those with suitable qualifications and appropriate teaching and industrial experience for the above post in a Grade 4 Department, which offers bakery subjects but is predominantly catering and hotelkeeping. The post becomes available from 1st September 1985 in the post-established college on the retirement of the present holder.

Salary £11,175 to £13,128 p.a. (subject to review) plus fringe allowance of £255.

Application forms and further particulars may be obtained by writing to: The Principal, Cassio College, Hemel Hempstead, Herts. AL1 1AB. Closing date: Friday 10 May 1985. (05755) 220026

NORTH YORKSHIRE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER I GEOGRAPHY
See Further Education Section for full details. (14109) 220026

NOTTINGHAMSHIRE

COUNTY COUNCIL
Leeds, Wetherby, Wakefield, York

Applications are invited for the following posts available from 1 September 1985:

1. SENIOR LECTURER IN PRINT FINISHING AND BOOKBINDING to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in print finishing and bookbinding.
2. SENIOR LECTURER IN TEXTILES to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in textiles.

Further details and application forms available from the Principal, Nottinghamshire County Council, Nottingham. Closing date: Friday 10 May 1985. (05627) 220026

HUMBERSIDE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER IN PHYSICAL EDUCATION
Further details and application forms available from the Principal, Humberside County Council, Humberside. Closing date: Friday 10 May 1985. (05627) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Hemel Hempstead, Herts. AL1 1AB

DEPUTY HEAD OF FOOD INDUSTRIES DEPARTMENT
Applications are invited from those with suitable qualifications and appropriate teaching and industrial experience for the above post in a Grade 4 Department, which offers bakery subjects but is predominantly catering and hotelkeeping. The post becomes available from 1st September 1985 in the post-established college on the retirement of the present holder.

Salary £11,175 to £13,128 p.a. (subject to review) plus fringe allowance of £255.

Application forms and further particulars may be obtained by writing to: The Principal, Cassio College, Hemel Hempstead, Herts. AL1 1AB. Closing date: Friday 10 May 1985. (05755) 220026

NORTH YORKSHIRE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER I GEOGRAPHY
See Further Education Section for full details. (14109) 220026

OXFORD

CITY COUNCIL
Leeds, Wetherby, Wakefield, York

Applications are invited for the following posts available from 1 September 1985:

1. SENIOR LECTURER IN PRINT FINISHING AND BOOKBINDING to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in print finishing and bookbinding.
2. SENIOR LECTURER IN TEXTILES to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in textiles.

Further details and application forms available from the Principal, Oxford City Council, Oxford. Closing date: Friday 10 May 1985. (05627) 220026

HUMBERSIDE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER IN PHYSICAL EDUCATION
Further details and application forms available from the Principal, Humberside County Council, Humberside. Closing date: Friday 10 May 1985. (05627) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Hemel Hempstead, Herts. AL1 1AB

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Salary £11,175 to £13,128 p.a. (subject to review) plus fringe allowance of £255.

Application forms and further particulars may be obtained by writing to: The Principal, Cassio College, Hemel Hempstead, Herts. AL1 1AB. Closing date: Friday 10 May 1985. (05755) 220026

NORTH YORKSHIRE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER I GEOGRAPHY
See Further Education Section for full details. (14109) 220026

SEFTON

METROPOLITAN BOROUGH
Leeds, Wetherby, Wakefield, York

Applications are invited for the following posts available from 1 September 1985:

1. SENIOR LECTURER IN PRINT FINISHING AND BOOKBINDING to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in print finishing and bookbinding.
2. SENIOR LECTURER IN TEXTILES to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in textiles.

Further details and application forms available from the Principal, Sefton Metropolitan Borough, Sefton. Closing date: Friday 10 May 1985. (05627) 220026

HUMBERSIDE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER IN PHYSICAL EDUCATION
Further details and application forms available from the Principal, Humberside County Council, Humberside. Closing date: Friday 10 May 1985. (05627) 220026

HERTFORDSHIRE

CASSIO COLLEGE
Hemel Hempstead, Herts. AL1 1AB

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Salary £11,175 to £13,128 p.a. (subject to review) plus fringe allowance of £255.

Application forms and further particulars may be obtained by writing to: The Principal, Cassio College, Hemel Hempstead, Herts. AL1 1AB. Closing date: Friday 10 May 1985. (05755) 220026

NORTH YORKSHIRE

COUNTRY COUNCIL
Leeds, Wetherby, Wakefield, York

LECTURER I GEOGRAPHY
See Further Education Section for full details. (14109) 220026

CAMBRIDGESHIRE

PETERBOROUGH TECHNICAL COLLEGE
Applications are invited for the following posts for September 1, 1985.

Business Studies Section
D.L.S. and B.T.E.C.
Computing Section
Li Data Processing
Required to teach the commercial application of computers and programs based on knowledge of programming on BASIC or COBOL essential.
Hairsdressing, Art/Design Section
Li Textiles/Craft/Art
Required to teach Textiles, Soft Craft/Art, Experience in B.T.E.C. and a degree in Textiles preferred.
Electrical Engineering Section
Li Electrical and Electronic Engineering
Required to teach Electrical and

OVERSEAS POSTS
continued

BARBADOS

THE ST. MICHAEL SCHOOL
Barbados, West Indies
VACANT POST OF HEADTEACHER

The Board of Management of The St. Michael School invites applications for the post of Headteacher.

2. The St. Michael School is a Government Secondary Educational School with a roll of approximately 800. Pupils are prepared for the Examinations of the Caribbean Examinations Council and the 'O' Levels of the University of Cambridge Examinations Syndicate.

3. Applicants should have a degree from an approved University and at least one of the following qualifications in Education or Educational Administration and Supervision.

(a) a degree (which should be by examination) OR (b) A Diploma OR (c) A Certificate in Education or Educational Administration and Supervision.

Applicants should also provide evidence of satisfactory teaching and administrative experience.

4. The salary of the post is \$1985-26 - \$44,100 per annum.

5. Leave is granted in accordance with the Barbados Government Regulations. Passages and allowance in accordance with Government Regulations will be paid to the successful applicant if not resident in Barbados at the time of recruitment.

6. The successful applicant will be expected to manage the school from 1st September, 1985.

7. Applications together with full curriculum vitae, copies of two recent testimonials, and the names and addresses of three referees should be sent to the Secretary/Treasurer, Board of Management, The St. Michael School, Montserrat Road, Barbados. Not later than 31st May, 1985.

GREECE

Teacher of E.F.L. required at language school in Athens. Applications should be sent to: C. Maniatis, Minerva, 10, Oros, Athens 11527, Greece. (00704)

ITALY

Nursery/Junior teachers required. Apply to: Villa Gaiinger, P.O. Box 34100 Trieste, 34000 (04000)

ITALY

NORTHERN ITALY
Small language school requires experienced teachers. TEFL qualifications and experience essential. Apply to: Centro di Lingua, Moderna Via Mazzini 55, 30068 Roveto, (Trento), 460000 (03787)

MADRID

Qualified and experienced teachers required. Apply to: Centro de Estudios, Madrid, 28001 (01354) 460000

ROME

ST. GEORGE'S ENGLISH SCHOOL Day Co-educational 800 pupils ages 5 - 18 of 65 nationalities. Invited applications for the following vacancy. To arrive as early as possible in September 1985 for a teacher of girls. Letters of application to: The English Centre, Via Cassia Km. 18, 00132 Rome, Italy. To arrive as early as possible in May (N.B. UK - Italy mail can take two weeks). Enclose full C.V., telephone number and telephone number in Britain. (14554) 460000

SICILY

Young Graduate required to teach ENGLISH LANGUAGE to Italian students. Apply with full details and photograph to: THE ACADEMY OF LANGUAGES, Viale XX Settembre, 15, Catania, Italy. (05518) 460000

SPAIN

Teacher, E.F.L., with some knowledge of Spanish required. To arrive as early as possible in May. Apply to: Idiomas Oxford Calvo Sotelo, D. Lugo, 460000 (00487)

TURKEY

Teachers of English (native speakers) are required to teach in a private school in Turkey. Full details and recent photo to: Idiomas Oxford Calvo Sotelo, D. Lugo, 460000 (00487)

WEST GERMANY

THE FRANKFURT INTERNATIONAL SCHOOL has the vacancies listed below for August

1. Junior (ages 5-7)
2. Junior (ages 8-11)
3. Junior/Primary English as a second language
4. Middle School (ages 12-14) English as a second language
5. Middle School Science, Physics/Chemistry
6. Middle School Social Studies, Geography
7. High School (ages 15-18) History
8. High School Geography with some history
9. Middle and High School Art
10. Middle and High School English as a Second Language
11. Middle and High School Physical Education
12. Middle School Counselor/Pastoral Care
13. High School Counselor/Pastoral Care

The Frankfurt International School is a Kindergarten to Grade 12 school (ages 3-18) of 1000 students of 45 different nationalities. The school is an international community of students and teachers from all over the world. The school is a British and American school with a strong American and British influence.

Initial contracts will be for 2 years with the possibility of prolongation. Additional information concerning the school and conditions of service, etc., will be sent to applicants asked to interview. Interviews will be held in Frankfurt mid-May.

Applicants should include telephone code and address in their curriculum vitae and a detailed curriculum vitae and the names and telephone numbers of three referees. The Headmaster, The Frankfurt International School, P.O. Box 5-7, 65110 Ober-Wald, Federal Republic of Germany. (05788) 460000

FRANCE

BRITISH SECTION, LYCEE SAINT GERMAIN LE VIEUX The British Section provides instruction in English Language, Literature and History to 350 bilingual children aged 3-18. Examinations include 'O' level and the International Baccalaureate.

The head, working with a management committee, is responsible for the school's administration, admissions and general affairs. He/she must be a highly qualified and enthusiastic teacher and two referees working under him. This independent section forms part of a French State Lycee.

Applicants should have fluency in French and administrative experience. The successful candidate should be available to start work on 1st September but a later date would not automatically be considered. Remuneration is commensurate with the considerable responsibilities of the job and includes an overseas allowance, housing and relocation expenses. Initial contract would be for three years and renewable.

Applications (full C.V. with three referees) by 15th May to the Head, British Section, P.O. Box 550, 78104 Saint Germain le Vieux, France. Please include your home phone number. (05513) 460000

FRANCE

BRITISH SECTION, LYCEE SAINT GERMAIN LE VIEUX The British Section provides instruction in English Language, Literature and History to 350 bilingual children aged 3-18. Examinations include 'O' level and the International Baccalaureate.

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Applications (full C.V. with three referees) by 15th May to the Head, British Section, P.O. Box 550, 78104 Saint Germain le Vieux, France. Please include your home phone number. (05513) 460000

SPAIN

Graduates (preferred) with Spanish and EFL wanted for teaching in a private school. Apply to: Idiomas Oxford Calvo Sotelo, D. Lugo, 460000 (00487)

SPAIN

LINGUAESMADRID Requires qualified teachers for English and Spanish. Apply to: Idiomas Oxford Calvo Sotelo, D. Lugo, 460000 (00487)

SWITZERLAND

AIGLON COLLEGE

The Independent Overseas Boarding School for 250 boys and girls (11-18) in the Swiss Alps

An unexpected vacancy has occurred in House for a HOUSEMASTER (approx. 30-45) with wide sharing responsibilities as a HOUSEMASTER. MOTTER, preferably for September 1985.

Candidates must be fully committed to the boarding school life and to the welfare of the children in their care. The post of Housemaster will be combined with a reduced teaching programme (the most useful subjects would be Geography, History or Learning Disabilities). There may also be a possibility of some teaching for the housemaster suitably qualified and experienced.

Applicants must be prepared to respond to the challenge of working in an international community and make a full contribution to the life of the school, in which the children's individual values are stressed. Knowledge of the school's ability to help with extra-curricular activities an advantage.

Apply in own hand with curriculum vitae, copy testimonials, two referees (own and references) to: The Headmaster, Aiglon College, 1855 Chaux-de-Villars, Switzerland. Tel: (051) 55 27 00 (00592) 460000

Administration

Local Education Authority

SOMERSET

EDUCATION AND CULTURAL SERVICES

THE BLUE COAT SCHOOL

Reunited Road, Wells

BURSAR

Required to take up duty on 1st August 1985. The salary for this post will be £9,477 rising by annual increments to £10,107 (Senior Officer 1).

Applicants should have a minimum of 5 years' experience in a similar post. The successful candidate should be available to start work on 1st August but a later date would not automatically be considered. Remuneration is commensurate with the considerable responsibilities of the job and includes an overseas allowance, housing and relocation expenses. Initial contract would be for three years and renewable.

Applications (full C.V. with three referees) by 15th May to the Head, Blue Coat School, Box 550, 78104 Saint Germain le Vieux, France. Please include your home phone number. (05513) 460000

WALSALL

METROPOLITAN BOROUGH OF WALSALL

HIGHER AND FURTHER EDUCATION DIVISION

EDUCATION OFFICER

Minimum point of scale currently £12,210 p.a. This post is principally concerned with the organization and management of adult, youth and community education provision within one of the Borough's five divisions. The successful candidate will be responsible for the development and the coordination of certain projects.

Further details and an application form send S.A.E. to the Director of Education, Civic Centre, Walsall, West Midlands, B79 1DD. Closing Date: 10.5.1985. (Walsall is an Equal Opportunity Employer) 460000 (00427)

WALSALL

METROPOLITAN BOROUGH OF WALSALL

EDUCATION OFFICER

Ealing
London Borough

Education Service

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE ADVISORY TEACHERS FOR TVEI (3 POSTS)

Burnham Scale 4 plus £1,038 per annum
London Weighting

The Authority has made a successful submission to the Manpower Services Commission to pilot a project TVEI programme which will commence in September 1985.

Applications are invited from well qualified and enthusiastic teachers capable of contributing to curriculum support and development appropriate to the implementation of technical and vocational education.

1. TECHNOLOGY

The person appointed will be expected to develop Technology within the curriculum. Applicants should have a good background in the teaching of Modular and/or Control Technology and will be expected to demonstrate a good working knowledge of electronics.

2. BUSINESS & MANAGEMENT EDUCATION

The post offers the opportunity to promote an integrated approach to Business Studies by developing skills of Word Processing and Office Procedures within a framework which includes reference to the world of commerce and industry. An interest in industrial Studies would be an advantage.

3. INFORMATION TECHNOLOGY

Information Technology forms integrated cross curricular module of the Authority's pilot TVEI programme. The post offers the opportunity to co-ordinate the implementation of a major element of the curriculum. Applicants should have a broad understanding of the relevance of computer education and the increasing possibilities of Information Technology.

Application forms and further details from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 3SU (S.A.E.) Please. Closing date: 8 May 1985.

(01849)

EDUCATION COMMITTEE

Education Adviser (Mathematics)

Salary - Solihull Scale Headteacher Group B (£14864 - 15963 p.a.)

Applications are invited from well qualified and experienced teachers for this post. The person appointed, one of a team of general advisers under the direction of the Senior Adviser/Inspector, will have territorial and pastoral as well as subject area responsibilities. The main emphasis of the subject responsibility will be upon Mathematics, but the successful candidate will be expected also to exercise general oversight of the authority's extensive micro-electronics programme.

Closing Date: 10th May 1985

'It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.'

Write for applications for the above post, including S.A.E. to the Personnel Department, 7 Northumberland Square, North Shields NE30 1QQ (12178)

COUNTY EDUCATION DEPARTMENT

CAREERS SERVICE

DUTY CAREERS OFFICER, POOLE

(Based at 57, Commercial Road, Parkstone, Poole)

Applications are invited for the post of Duty Careers Officer based in the Area Careers Office in Poole. You will undertake a range of specific duties related to young unemployed clients to the Poole Office, together with some responsibility for industrial liaison.

You must hold a valid full driving licence and have received training approved by the Careers Service Committee of the Local Government Training Board and be in possession of the Diploma in Careers Guidance or an appropriate alternative qualification.

The commencing salary will be within the Scale 4/5/6 £8,555 to £9,222 (max. Scale 6) and £9,532 by increments to £10,114 (max. Scale 6). Newly qualified officers commence on Scale 4 with acceleration to Scale 5 after completing post qualification year, and then normal incremental progression to the maximum of Scale 6.

Please quote post 00230X.

Application forms returnable by 10 May 1985 and further details from the County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ.

(1900)

DORSET

CAREERS OFFICERS

i) AREA CAREERS OFFICER

P.O. 2 (£11,269 - £12,243)
Plus £192 o.f.a.

Applications are invited for the above post which has fallen vacant due to the promotion of the existing postholder.

The successful applicant will be responsible for the organisation and administration of the Careers Service in West Essex and Uttlesford and based in Harlow.

Applicants should be appropriately qualified and have had experience within a local Authority careers service.

ii) CAREERS OFFICER (EMPLOYMENT LIAISON)

Scale 4 or 5 or 6
(£8,555-£7,329 or £7,524-£8,262 or £8,532-£9,114)
Plus £192 o.f.a.

The Careers Officer appointed will work with unemployed young people, helping them to find jobs or suitable training courses.

Candidates should be appropriately qualified and have suitable experience within the Careers Service. The Careers Officer will work in the Basildon/Thurrock area and be based at Gray Careers Office.

Application forms and further details for both posts available from (a.s.e.) please the County Education Officer (P), P.O. Box 47, Market Road, Chelmsford, CM1 1LD (Chelmsford 267222 Ext: 2026).

Closing date 10th May 1985. (19004)

ESSEX

County Council

County of Cleveland

EDUCATION DEPARTMENT

Physical Education Adviser

£14,864 - £15,963

Applications are invited from suitably qualified and experienced persons for this post which becomes vacant from 1st September, 1985 and carries full responsibility for Physical Education across the County.

Applicants should be able to demonstrate:

1. Significant and current specialist experience in Physical Education.
2. Evidence of wide educational interests to bring to the role of General Adviser for a group of Primary and Secondary Schools.

Professional Assistant

£7,524 - £11,026

Applicants for this post must be holders of a British University degree and must also have teaching experience. Posts of Professional Assistant in the Cleveland Authority are essentially training posts and are suitable for people wishing to enter educational administration. The successful applicant will be allocated to any area of work in any division of the Department from time to time, as directed, and will be concerned with administrative matters arising in Primary, Special, Secondary, Further Education or Buildings and Sites. Initially, the successful applicant will work in the Higher and Further Division.

Application forms and further particulars from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN (Tel: Middlesbrough (0642) 246155 ext. 3000). Completed application forms should be returned to the County Education Officer by no later than 10th May, 1985.

We are an equal opportunities employer. (12222)

Administration (Local Education Authority) continued

CHIEF INSPECTOR

£20,475 - £21,744 pa

The Authority seeks to appoint a person of outstanding managerial and professional ability to give positive leadership to the Authority's work in enhancing educational standards and, to direct developments in various areas of the curriculum. Please quote reference ED485.

GENERAL INSPECTOR (TECHNOLOGY)

£16,830 - £18,150 pa

An imaginative, enthusiastic and well qualified individual is sought for this important post within the team of inspectors. The person appointed will be expected to take on a range of responsibilities and assignments for educational provision within the Borough with a particular emphasis on craft, design and technology. The possibility exists for progression to a salary scale of £17,882 - £19,179 inclusive. Please quote reference ED486. Closing date 8th May, 1985.

TVEI PROJECT DIRECTOR

£17,882 - £19,179 pa

The Authority has made a successful submission to the Manpower Services Commission to pilot a project TVEI programme which will commence in September 1985. Applications are invited for this new post to lead the Ealing Pilot TVEI Programme.

The Salary will be Burnham Headteacher Group 10 and conditions of service will be those of the NUT for APT and C Staff.

Applicants should have substantial teaching experience at management level in secondary and/or Further Education with a record of successful curriculum innovation and a knowledge of new developments in the area of pre-vocational and vocational education. Experience of working with or in industry or commerce would be an advantage.

Previous applications will be considered. Please quote reference ED447. Closing date 8th May, 1985.

ASSISTANT EDUCATION OFFICER

£17,067 - £17,763

The successful candidate for this important professional post will play a major part in the planning and control of resources within the Education Service including support of current curriculum initiatives.

This is a demanding and challenging position which will require a graduate with relevant administrative experience at senior level; experience of budgetary controls with a local authority would be an advantage.

Please quote reference ED448. Closing date 10th May, 1985.

Application forms obtainable from the Personnel Office, Room A/204, Town Hall Annex, Broadway, Ealing, London W5 2BY, tel 01 840 1995 (24 hour service).

All salaries are inclusive of London Weighting Allowance.

All posts are open to male and female applicants unless otherwise stated.

Special consideration will be given to disabled persons whose qualifications and/or experience are relevant for the post for which they apply. (12161)

Ealing

London Borough

Central Support Team

TVEI PROJECT

In September 1985, the London Borough of Bromley will launch an MSc funded Technical and Vocational Education Initiative project based on a consortium of the Secondary Schools and three Colleges of Further Education, subject to a final contract being signed with the Manpower Services Commission.

The Authority sees as central to its TVEI Project the creation of a Development and Support Team, based in a new Unit at its Curriculum Development Centre.

The Central Team will initially consist of a Project Director who will be responsible for the overall management and three specialist Support Staff for the following areas of responsibility:

CAREERS GUIDANCE AND COUNSELLING

EDUCATION AND INDUSTRY LINKS

TECHNICAL/VOCATIONAL AND CROSS-CURRICULAR DEVELOPMENT

Applications are invited for these three new posts from candidates whose career includes substantial teaching experience at a senior level in schools. Further or Higher Education with a proven record of innovation and a knowledge of new developments in the area of technical, pre-vocational and vocational education.

Proven organising and management ability in the school field is essential, together with the enthusiasm and drive to initiate and sustain a new development.

Appointment to these posts will be for five years in the first instance, but it is the Authority's intention to continue the employment of the team appointed in these posts but not necessarily in the same capacity.

The salary scale applicable will be that of Senior Teacher (19915 - £13,395) plus £276 (London Area Allowance).

Application forms and further details available from the Director of Education, The Town Hall, Wilmore Road, Bromley, Kent, BR1 1BB. (Inclosed a.s.e. please, in hand completed forms should be returnable by 7th May 1985. (19347)

Bromley

London Borough of

Bromley

Assistant Education Officers

Casework and General Management

(2 posts) Scale PO(M) £11,889-£14,013

Applications are invited for these important posts in the Schools Branch of the Education Department. There are over 800 schools in the county with an establishment of over 13,000 teachers. These officers are responsible to the Senior Assistant Education Officer for a range of professional administrative duties. The Assistant Education Officer - Casework will in particular assist with the handling of appeals arising from the assessment of pupils and the allocation of school places. The Assistant Education Officer - General Management will be responsible primarily for assisting with work relating to teaching staff in schools.

Applicants should be graduates, with administrative and/or teaching experience. Consideration will be given to teachers with successful teaching experience, including at least Head of Department responsibilities, who wish to commence a career in education administration. Assistance with removal and other disturbance expenses is given in approved cases.

Further particulars and an application form are available from B. Oatley, County Education Officer (Ref G/P), Springfield, Maidstone ME14 2LJ. Telephone Maidstone 671411, Ext. 2441. Closing date 10th May 1985. (10229)

KENT COUNTY COUNCIL

Education

General Inspector

(2 posts)

(For Curriculum Specialist)

£16,762 - £17,112 pa

Southern Head Teacher Group B)

Well qualified and experienced candidates (male or female) are sought for two important posts within the Authority's Advisory and Inspection Service. The successful applicants will contribute to an expanding programme of curriculum and professional development with a specific focus on the areas of Multi-Cultural Education and the Humanities.

This is a demanding and challenging position which will require a graduate with relevant administrative experience at senior level; experience of budgetary controls with a local authority would be an advantage.

Please quote reference ED448. Closing date 10th May, 1985.

Application forms obtainable from the Personnel Office, Room A/204, Town Hall Annex, Broadway, Ealing, London W5 2BY, tel 01 840 1995 (24 hour service).

All salaries are inclusive of London Weighting Allowance.

All posts are open to male and female applicants unless otherwise stated.

Special consideration will be given to disabled persons whose qualifications and/or experience are relevant for the post for which they apply. (12161)

Nottinghamshire County Council

Northumberland County Council DEPUTY DIRECTOR OF EDUCATION

Salary: £18,456 - £20,304 p.a.

Applications from well qualified candidates with wide and varied experience in educational administration.

Applications forms and further details send an s.a.e. to the Director of Education County Hall, Morpeth, Northumberland NE61 2EF. Closing date 17.5.85.

(12190)

ADMINISTRATION - LEA continued

WALSALL METROPOLITAN BOROUGH COUNCIL
Inter-Cultural Support
Psychology
ADVISORY TEACHER Scale 3 plus Casual User Car Allowance
Required September 1985 a suitably qualified and experienced teacher to assist, encourage and advise teachers throughout the Borough on the development of Multi-Cultural Curriculum. Some evening work involved. Experience of project work and world studies an advantage.
For further information and application form send a s.a.e. quoting post title, to the Director of Education, Civic Centre, Darvall Street, Walsall Walsall, LD9. Closing date: 10th May 1985.
Walsall is an Equal Opportunity Employer. 480000 (00480)

Administration General

DIOCESE OF LONDON

BOARD FOR SCHOOLS ADVISER FOR PRIMARY AND MIDDLE SCHOOLS

This post will be vacant in January 1986, following the retirement of the Reverend E.S. Tait in December 1985. Applications are invited from suitably qualified and experienced clergy and laymen; the salary to be at the Central Board of Finance HEO Level 5, on a scale currently at £17,930 - £19,028 p.a. (subject to review). Including the alternative of a standard stipend plus house for clergy.
Further particulars from the Director of London Diocese Board for Schools, 30 Cavendish Square, London W1P 4AU, to whom completed application forms should be submitted by 17th May 1985. (057331) 500000

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES



Lower Attaining Pupils' Programme - Central Evaluation RESEARCH OFFICER

The NFER has been commissioned by the Department of Education and Science to carry out the national evaluation of its Lower Attaining Pupils' Programme. This programme, which is currently operating in 13 LEAs is aimed at providing more effective education for lower attaining pupils, especially in their last two years of compulsory schooling.

A vacancy has arisen on the evaluation team for a Research Officer who will be required to work closely with colleagues in LEAs taking part in the programme. Candidates should possess a good honours degree and experience/skills in one or more of the following:

Research or Evaluation in an educational context; teaching lower attaining pupils at secondary level; curriculum development; school and classroom organisation and management.

The post will be based in Slough but will involve substantial travel throughout the country. The appointment will extend from September 1985 to 31 March 1987.

Salary Scale: £8,450-£10,720. Placement on scale according to qualifications and experience.

For application forms and further particulars please apply to the Personnel Office, National Foundation for Educational Research in England and Wales, The Mares, Upton Park, Slough, Berkshire SL1 2DQ. Tel: Slough 74123.

The closing date for return of completed applications no later than Friday 10th May 1985.

(10326)

ADMINISTRATION - GENERAL continued

LONDON

RSA wishes to appoint a PROJECT OFFICER (B) ASSISTANT PROJECT OFFICER to carry out research into the feasibility of using the Royal Society of Education's computer, library and information technology systems for the delivery of the City Core in the work-place. A project is currently with M.C. Both appointments will be full-time for one year from 1st September 1985. Secondment may be negotiated. Salaries at approximately Senior Lecturer level and Lecturer level respectively. The Project Officer will work from RSA's London office. The Assistant Project Officer will be based at County Headquarters, Lincoln. It is hoped that the successful applicant will take up the appointment as soon as possible.
Relocation expenses are reimbursable in appropriate cases up to a maximum of £1,000. Successful candidates will be asked to discuss and selling a property.
For informal enquiries please contact Mrs P.E. Fraser, Principal Educational Psychologist, County Offices, Lincoln 20931, Ext. 319.
Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln 20931, Ext. 319. Please quote ED486. Closing date: 10th May 1985. (00711) 500000

LONDON

DIRECTOR OF STUDIES/CO-ORDINATOR

Organisation of Language Schools requires Director of Studies for Executive Centre in North London. Duties to include one-to-one tuition, one-to-many, course directing/monitoring and general administration. Duties as co-ordinator include organising travel arrangements for foreign student groups within the UK, general supervision of other staff, and the supervision of Head Office, and interviewing applicants.

Position would suit qualified member of British teaching profession with administrative experience and good organisational skills. Competitive remuneration offered.

Please apply in writing with full c.v. in first instance to: Linda and Andrew Taylor & Co., 250M Bedford Chambers, 2nd Floor, Covent Garden, London WC2E 8BA. (08785) 800000

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DIARY

The bad new, bad old days

Teachers should not pin too many hopes on a reconvened meeting of the Burnham Committee. The first impression of Joe Boone, the new president of the NAS/UTW, do not exactly inspire confidence.

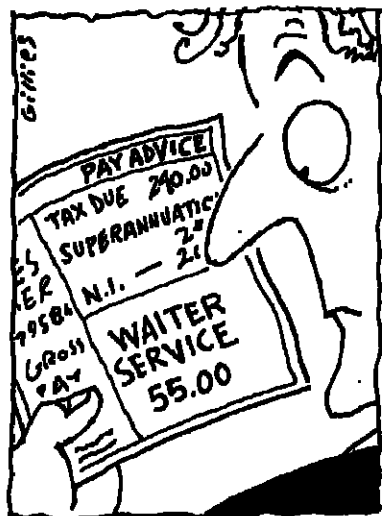
He says the committee "would have difficulty negotiating its way out of a paper bag", and he describes negotiating sessions thus: "We meet in expensive London hotels. When both management and unions are in joint session, management sit on either side of a long narrow table, the teachers either side of a table running parallel with that of the management."

"From the NAS/UTW position, a moderately good pair of binoculars enables one to see a small table stunted between the heads of those running parallel. At it is seated, the independent chairman, Sir John Worde, flanked by assessors whose function it seems to me anyway, is to prevent Sir John from falling over sideways."

"He and the single spokesman of the management and the single spokesman of the teachers have a microphone to enable the other 70-80 assorted management reps, teachers' reps and advisers and officials to hear what is going on."

"Additionally, the teachers' side has a room to itself, the management side a room to itself, and the NUT a room to itself so it can withdraw from the teachers' side meeting if necessary in order to determine how to cast its 16 votes which equal the rest put together."

But perhaps among the last words



on teacher's pay should be what was perhaps the first word - an extract from the *Encyclopaedia Britannica* of 1810.

Under the heading "School Teachers Underpaid", the entry reads: "We will venture to say that there is no class of men to whom a nation is so much indebted as to those employed in instructing the young. For if it be education that forms the only distinction between the civilized and the savage, much certainly is due to those who devote themselves to the office of instruction."

"It must be the duty, therefore, of every state to take care that proper encouragement be given to those who undertake this office. There ought to

be such a salary as would render it an object of ambition to men of abilities and learning, or at least as would keep the teacher respectable."

"In Scotland, the office of a schoolmaster was formerly much more lucrative than at present, and most of that class had received liberal education; and this is the reason why the common people in Scotland have been famous, even to a proverb, for their learning."

"But at present, the salary of a country schoolmaster, independent of fees for scholars, is not greater than a ploughman can earn, being seldom more than 24s 6d, the consequence of which is that this, which is in fact an honourable, because a useful profession, is now sinking into contempt."

"It is no longer an object to a man of learning; and we must soon be satisfied with schoolmasters that can read, write, and cast accounts a little better than the lowest of the people, or who from some natural deformity are unable to exercise a trade. And what in this case must become of the minds of the common people? They must be totally uncultivated."

Sadly, the current edition of the *Encyclopaedia*, now written and published in America, reflects a different outlook.

In a section headed "Stereotype of the Teacher", it says Shaw's aphorism "He who can do, he who cannot teach" appears to have wide credence among intellectuals and educated groups. It adds: "Primary and secondary teaching are often seen as a refuge for mediocre people who are industrious but unimaginative and uncreative."

When Sir Keith wanted to start again

With disarming honesty, Sir Keith Joseph told the National Institute for Adult and Continuing Education conference last week that the speech he was about to give had been written by DES assistant secretary Gordon Etheridge and he was merely going to read it out.

Reading aloud is, in fact, the Education Secretary's speciality. While a pupil at Harrow School he won a prize every year for reading out loud, the only prize that he ever won at school, but one to remember as it was presented to him by no less a distinguished Harrovian than Sir Winston Churchill.

No prizes for Sir Keith, though, for speaking out loud on the radio. The Education Secretary was recently

stumped by a question from the BBC education correspondent, John Cline, who asked with brilliant simplicity: "Sir Keith, are teachers paid enough?"

After a pause lasting some seconds, Sir Keith began hesitantly: "I am told... that those queuing... offer themselves as... sorry, could we start again?"

The BBC graciously edited out Sir Keith's difficulty in grappling with one of the more pertinent issues of the day. But the unexpurgated version on Mr Cline's tape recorder was the star turn in a cabaret presented by some of the country's education correspondents, including this one, at the National Union of Teachers conference, and could yet start a trend for educational bootleg recordings.

Behind every great policy...

At the press conference to launch Labour's charter for pupils and parents last week, party leader Neil Kinnock was passionate in his denunciation of the Government's planned merit and distinction awards for the 16-plus. And he committed Labour to scrapping any merit and distinction certificates.

Labour's policy document was drawn up over a number of months by a small sub-committee led by education spokesman Cilles Radice and including, among others, such stalwarts as Caroline Benn, Max Morris, Peter Mortimore of the ILEA, primary head Henry Pluckrose, and the head of Hampstead School, Mrs Tamsyn Imison.

But I wouldn't be at all surprised if someone rather younger, 13-year-old Rachel Kinnock, didn't help to decide the fate of merit and distinction certificates when she came back from school one day and told her father that there was a new word in the dictionary: "suckling". The merit and distinction awards being in her mind equated to O level. Out of the mouths of babes and sucklings?



No kidding

Quote of the week comes from William Waldegrave (above), the former education minister now at the Department of the Environment. Explaining how he mixes a busy political career and life with his very young family, he says: "I don't think one could conceivably do the job unless one had the capacity completely to get out of politics. I do it because I can't get a moment's rest in the workings of the vast swamp of grant - or anybody else actually."

David Lister

What fun's in a name?

The *New Statesman* magazine has recently been running a competition for readers to make apposite anagrams of the names of leading politicians. Nigel Lawson, for example, was translated into "We all sign on". I noticed that a consistent high achiever in the competition was Stuart Slater, who happens to be the chief public relations officer for the National Union of Teachers.

Dangling before him the irresistible

prize of an all-expenses-paid week in Blackpool next Easter with 1,800 teachers, I commissioned him to use his talents on some key educational institutions and personalities.

He has duly obliged, changing National Union of Teachers into "One is for the annual Slater's... Committee into 'Run mob meet in chat'. Depriving himself forever of the chance of a job in the Education Secretary's private office, he has also

assessed Sir Keith Joseph, and come up with "It is he, posh jerk".

Sleeping but fitfully one night, I tried to do something with Mr Skylie's boss's name, but the wretched F in Fred Jarvis prevented me from second-guessing him to "Frying Oil as a...". This column can do better. So, send me your attempts on Fred Jarvis and - a name to conjure with - Philip Merri-dale, leader of the management panel.

NOTICEBOARD

PEOPLE

Ms Barbara Moor, head of Tidenham primary school, south-east London, to be head of Cooper's Lane primary school, also in south-east London.

Miss Margaret Winfield, head of Hulse grammar school for girls, to be head of Bath High School from September on the retirement of Miss Doris Chapman.

The Independent Schools Information Service (South and West) has appointed Mr Alan Quilter, head of Wells Cathedral School, to succeed Mrs Angela Denby as regional director from the end of March 1986.

Mr Tom Craig has been appointed deputy secretary general of the Association of Commonwealth Universities; Mr Peter Hedderley to be deputy secretary general (Commonwealth schools and appointments); and Miss Eileen Archer to be assistant secretary general (publications and information). Professor Martin Harris, professor of romance linguistics at Bedford University, to be chairman of the University Grants Committee's Northern Ireland working party.

CONFERENCES

Joint Education Fellowship and World Council for Curriculum and Instruction Conference on "Developing conditions for peace in the world" at the University of London, 1-3 June. Tickets £10.00. Tel 01-275 6245.

Details from Mildred Masheder, 13 Wall Walk, London NW3 1BY.

May 11
British Association of Early Childhood Education conference at Moray House College, Edinburgh. Professor C Trevarthen will speak on "Communicative skills and learning" and afternoon workshop/discussion group topics will include the Turtle computer and puppets and communication. Details from the Secretary, BAECCE, Montgomery Hall, Kemington Oval, London SE11 5SW.

May 11
Oxford Society for Applied Studies in Education conference on "Parents in school - an untapped resource?" at the University of Oxford Department of Educational Studies, Northam Gardens, Oxford. Speakers include Penny Faulstich, chairperson of Oxfordshire Federation of Parent-Teacher Associations; Mervyn Saunders and George Ennis. Details from Mr Bill Eastwell, 90 Pinewood Green, New Heath, Bucks, SL0 0QH.

May 18
Hertfordshire Association of Religious Education conference on "Religious education and multi-cultural education - problems and possibilities" at Hertfordshire College of Higher Education, Watlington, Hemel Hempstead. Speakers include Mr H Rashid on "The relationship between religious education and multi-cultural education" and Mr D Brannigan on "Carve each other persons' faith". Fee £2.50 for members, £3.75 for non-members. Applications to Mrs R Gaden, Secretary, HANS 16 Old Hemel Road, Hemel Hempstead, Herts, by May 10.

EVENTS

May 4-15
The Imperial War Museum has a programme of events to mark the 40th anniversary of VE day. These include a play performed by the National Youth Theatre, Tomorrow, Just you Wait and See by Roger Sternett, a fashion show of wartime clothes with the London College of Fashion, and talks and film shows. Full details from the museum, Lambeth Road, London SE1 6HZ. 01-795 8922.

Until May 6
A new Dragatral for children for the exhibition "Chinese ornaments: the lotus and the dragon" is available at the British Museum. Chinese animals and motifs are also available in English and Chinese.

May 11-12
Correlation weekend organized by the National Theatre education department including a visit to Poldark Hall a production of Coriolanus in the Olivier theatre and a talk by Ian McKellen about his performance in the title role. Details from the Education Department, National Theatre, South Bank, London SE1. Tel 01-224 2053.

May 20-24
Reading 86 is a National Sponsored Reading Week with two aims: to encourage reading and to raise money for the World Wildlife Fund. Full instructions on project work, organizing, sponsoring, prizes, posters and promotional ideas are sent to schools which enrol. They will also receive two WWF books with hints for making classes as noisy as possible. Details and enrolment forms from the Reading Office, Books for Students Ltd, 58 Barington Road, Sydenham Industrial Estate, Lashington Spa CV31 1NB.

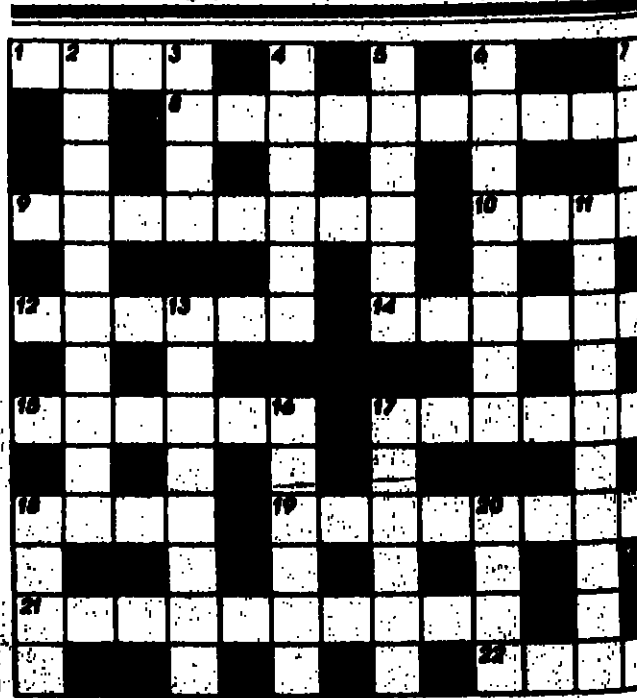
May 24
"School sport - a strategy for the future" - one-day course at the National Westminster Hall, 25 Old Broad Street, London EC2. Organized jointly by the Physical Education Association and the Central Council of Physical Education for teachers, coaches, administrators, recreation officers and others interested in the development of sport. Details from the General Secretary, PEA, 162 Kings Cross Road, London WC1X 9DH.

May 31-June 2
A residential course, "Music on the BBC Microcomputer", at Loughborough University will be led by Dr Kevin Jones and will include practical sessions. The fee is £57 and full details are available from the Centre for Extension Studies, Loughborough University, Loughborough, Leics LE11 3TU.

PUBLICATIONS

Animal Welfare
The organization, Commission in World Farming, has films, videos and teacher and pupil project packs available for use by teachers and students undertaking work on animal welfare and factory farming. An educational officer is also available to give presentations in schools. Details from Carol Long, Unit 20 Lavant Street, Petersfield, Hants GU32 3EW.

No 200 CROSSWORD by Ruth



Across

- 1 Start work in French (4)
- 2 Standard position for a passing-out parade? (2, 4, 1)
- 3 Loses a game (8)
- 4 Dust one may well find on the bathroom shelf (4, 4, 1)
- 5 Feet directions around the circuit (6)
- 6 This student is not expected to go to sleep at school (3-3)
- 7 Why brides may conceal mixed paragonies (4)
- 8 Dislike of French team (6)
- 9 Flower girl (4)
- 10 Admired (odd for both) - unqualified (8)
- 11 Unit, 1000 (4)

Down

- 1 He goes riding after the ball (4, 6)
- 2 At elevating Kipling poem of unaffected simplicity (4)
- 3 I am in pursuit in a carriage (6)
- 4 Not open for business yet clinched the deal (6)
- 5 It's very hard yet maths revision is essential (8)
- 6 Ring starts involuntary movement of the car (4)
- 7 A solemn duo (4, 3)

13 One living another camp

- 14 Five love to battle about the corner (6)
- 15 The latest type of infatuation? (6)
- 16 A country with an outstanding record of intelligence (4)
- 17 Time for just thinking (4)

Solution to puzzle 199

1. French (6)
2. Parade (6)
3. Game (8)
4. Shelf (4)
5. Feet (4)
6. Sleep (6)
7. Brides (4)
8. Dislike (6)
9. Flower (4)
10. Admired (8)
11. Unit (4)
12. Carriage (6)
13. One living another camp (6)
14. Five love to battle about the corner (6)
15. The latest type of infatuation? (6)
16. A country with an outstanding record of intelligence (4)
17. Time for just thinking (4)